

THE INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGIST

TIP

Editor:

Steve W. J. Kozlowski
Department of Psychology
129 Psychology Research Building
Michigan State University
East Lansing, MI 48824-1117
Phone: 517-353-8924
FAX: 517-353-4873

Business Manager:

Michael K. Lindell
Department of Psychology
129 Psychology Research Building
Michigan State University
East Lansing, MI 48824-1117
Phone: 517-353-8855
FAX: 517-353-4873

Editorial Board:

Thomas Baker **Craig J. Russell**
J. Kevin Ford **James C. Sharf**
Kurt Kraiger **Margaret Wagne**
Theodore H. Rosen

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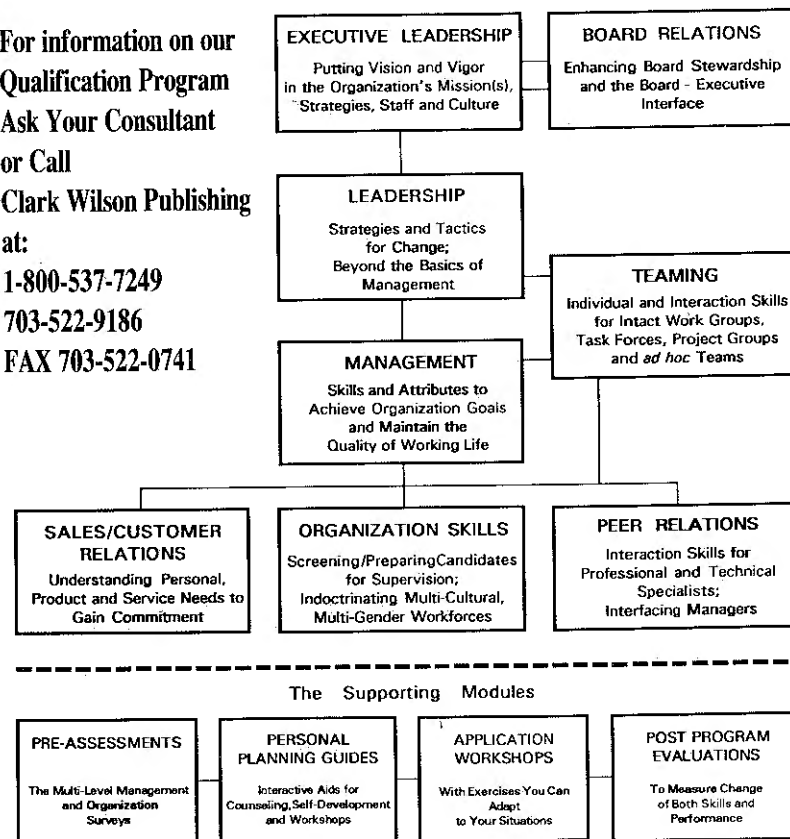
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Comments by Tom Ramsay Human Resources Psychologist

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The Industrial-
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Psychologist

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A Message from Your President

Frank Landy

Following an intensive on-the-job training program administered by **Neal Schmitt**, the SIOP reins have been handed to me for the next year and I accept the responsibility with great enthusiasm. It has become clear to me that our committee structure provides an enormously effective and sophisticated device for accomplishing the work of the Society. In the coming year, I will have the great fortune of working not only with dedicated committee members and chairs, but also with a substantial number of second-year chairs, allowing me to leverage the experience they have already accumulated. In my first message to the members of the Society, I will outline the activities that each committee has planned for the coming year.

If you were at the SIOP conference in Miami, you know that **Rich Klimoski** is our President-Elect, **Elaine Pulakos** is our new Secretary, and **Jim Farr** has been elected Member-at-Large to the Executive Committee. Each has been heavily involved in the work of the Society for the past decade and we will be well served by these individuals. **Manny London** has handled the transition from **John Hinrichs** wonderfully and the Society is under careful fiscal control. We won't know actual bottom-line for this year until the conference costs are finally calculated, but to this point, there are no surprises or sources of serious concern. Since last year was really a "short" year (i.e. our year ran from August 1989 to April 1990), direct year-to-year comparisons may be difficult until this year ends. Nevertheless, Manny and the Executive Committee are exploring ways to reduce Society costs without compromising contributions to members. **Bill Macey** and **Laura Little** have the administrative office humming along nicely. Anyone who has had reason to contact the office has been impressed with the efficiency and professionalism of the operation.

For the most part, our Council Representatives have had an easy year (compared to the last several), but there is one issue that bears watching. **Bob Guion** reports that Council is considering legislation that will require prior APA approval for any documents issued by a Division (e.g.,

our Principles or E & T Guidelines). Many Divisions are nervous about this. Even though it makes some sense for APA to have a review mechanism, that mechanism should not be overly broad or invite central office control over Divisional activities. We are monitoring these activities closely and have asked the lawyer who handled the incorporation of the Society to provide us with an opinion on the legislation and our options. The Long Range Planning Committee, chaired by **Allen Kraut** will consider a number of issues this year. They will continue monitoring committees covered by our sunset clause and recommend continuance or elimination of those standing committees. In addition, I have asked the committee to consider issues related to various Society policies, particularly those related to subsidizing APA council activities.

Our Awards Committee, chaired by new daddy **Bill Balzer**, will be working with the LRP Committee to develop a policy for accepting contributions from individuals and organizations as contributions toward our various awards. **Lynn Offermann** will continue her leadership of the Committee on Committees and will be working toward a greater involvement of non-academic Society members in the work of committees. It is important that we maintain our traditional academic/non-academic balance in the governance of the Society. Since governance is accomplished through the committees, it is the committee structure that must be balanced. We would particularly encourage non-academics to send in the self-nominations for committee membership when they arrive. Note that everyone who self-nominated to a committee was appointed this year. If you request an opportunity to participate in the work of the society, you will get it!

The goals for the Continuing Education and Workshop Committee will include a recommendation on the number of workshops that should be offered at the APA convention as well as the more general issue of costs of workshops at both SIOP and APA. If you have an opinion regarding the issue of whether we should continue to offer workshops at APA, give **Elliott Pursell** or **Steve Doerflein** a call. In addition, they will be considering the introduction of travelling workshops presented in major cities by SIOP members. **Ron Downey** and the Education and Training Committee will consider a revision of the Education and Training Guidelines this year. In addition, they will be working on a document that can be distributed to state licensing boards regarding the training and activities of I/O psychologists. The External Affairs committee, chaired by **Don Davis**, will consider ways to publicize the contributions of I/O psychologists to industry and society in general. In order to do this, we need some media "levers." These would include print media (e.g., newspapers, airline magazines, etc.) as well as TV and radio. If you have any contacts in the media that may help us in this effort, let Don

know. I have also asked this committee to consider the formation of a standing subcommittee on International Affairs. If you have contacts in other countries that Don should know about, let him know.

Rich Arvey will chair the Fellowship Committee this year, and as always, we need your help in identifying worthy fellows. Give Rich your suggestions and he will follow them up. The Frontiers Series continues to be both a commercial and critical success. **Irv Goldstein** has formed an excellent advisory board and continues to produce high quality titles in a timely manner. The latest addition to the series is a volume to be edited by **Neal Schmitt** and **Wally Borman** on selection. Following the successful model of the Frontier Series, **Doug Bray** has fashioned an excellent companion series for practice. We now have a contract with Guilford Publications to produce our Professional Practice Series and there are two volumes in progress with a third under consideration by the Board. The first volume, a guide for the human resources practitioner, should be in the publisher's hands by early summer.

Wayne Camara will continue as chair of the Membership Committee. The most immediate goals for the committee will be to complete and distribute the long-awaited membership survey. In addition, as always, the committee will work hard to turn expressed interest in the Society into memberships. **Margaret Ingate** is the new chair of the Professional Affairs Committee. Her responsibilities will include two major issues. The first will be to work with State Affairs and Education and Training to finalize a package to be sent to state licensing boards regarding the licensure of I/O psychologists. We have taken a position suggesting that there is no need for I/O psychologists to be licensed (although we have no objection to members seeking licensure should they so desire). It is our responsibility to provide a justification for that position. **Bob Boldt**, **Ann Howard**, **Vicki Vandaveer**, and **Ron Downey** have been working on a package that will represent such justification. In addition, the Professional Affairs Committee will explore closer ties with ABPP for members who desire that type of professional certification.

The APA Program Committee will be chaired by **Katherine Klein** and she will be working to structure a full and representative program for the 1992 APA convention in San Francisco. **Mike Champion** will be providing similar leadership for the upcoming 1991 SIOP conference in St. Louis. **Paul Sackett** will chair the Scientific Affairs Committee for the coming year and will have plenty of work to do. This will include the monitoring of various pieces of legislation important to the Society including the Civil Rights Act of 1990, disability legislation, and honesty testing legislation. As those who were in Miami know, the Society Conference was a great success. **Ron Johnson** and the local support members did a magnificent job. Ron has agreed to remain as Chair for the coming

year and we can anticipate another successful Conference in St. Louis. In addition, based on data acquired from last year's conference survey, we will be making arrangements for the 1994 and 1995 conferences.

Val Markos has agreed to chair the State Affairs Committee for the coming year. He has been working closely with **Vicki Vandaveer** on the projects that the committee has undertaken in the past year. In particular, we will be providing input to State Licensing Boards that will be reconsidered under sunset legislation. This is the most appropriate time to have an impact on the licensing issue. **Steve Kozlowski** is beginning his second Society year as **TIP** editor and it continues to go well. He has plans to add a FAX machine to the **TIP** office. This should help in the transmission of information to and from contributors. **Michael Lindell**, a colleague of Steve's at Michigan State, will take over as Business Manager of **TIP**. He replaces **Rick Jacobs** in that role and the Society offers a great big "thank you" to Rick for his efforts with the business side of **TIP**.

As you can see, the Society is quite busy. I have only skimmed the surface of what the committees will be doing this year. You will hear more of the work of these committees through **TIP** submissions in the year to come. I encourage you to contact committee chairs about any issues that affect or interest you. In addition, if there are issues that do not clearly fall within the confines of a particular committee, let me know what they are and I will make sure that these issues get appropriate attention. I look forward to serving your interests for this next year.

Submit All Future **TIP** Manuscripts and News Items To:

Dr. Steve W. J. Kozlowski
Editor, **TIP**
Department of Psychology
Psychology Research Building
Michigan State University
East Lansing, MI 48824-1117

Phone: 517/353-8924

Civil Rights Act of 1990

Frank J. Landy

As you may know, the Kennedy-Hawkins Civil Rights Act of 1990 is making its way through various House and Senate Committees toward a vote. Before you receive this issue of **TIP**, that vote will have been taken. Nevertheless, it is useful for you to know what position the Society has taken on this issue. The Scientific Affairs Committee, represented by Paul Sackett, drafted an initial letter to be sent to congressional members. This letter addressed the wording of the act which indicated that the word "essential" would be used in defining business necessity. Paul's draft was circulated to the Emergency Action Committee, modified slightly and sent to Kennedy, Hawkins and several other people on May 3. Mary Tenopyr then indicated that the language had been changed from "essential" to "substantial and demonstrable" which created a whole new set of problems. As a result, I quickly sent a modified copy of the letter to Kennedy, Hawkins, and all members of the Education and Labor Committee of the House of Representatives. This is the letter that appears below. At this point, we are not sure what, if any, changes will be made as the bill wends its way through other committees (e.g., Judiciary). Further, it is possible that additional changes might be made on the floor prior to a vote. We will give you the details of what occurred in the next **TIP**.

The text of the letter is as follows:

The Society for Industrial and Organizational Psychology is a 2400-member organization and a Division of the American Psychological Association, an association of over 90,000 psychologists. The members of our Society are centrally involved in employee selection issues. Our Society's publication entitled, *Principles for the Validation and Use of Personnel Selection Procedures* is commonly referred as a leading statement of the most current scientific thinking on personnel selection issues. They are frequently cited in Federal District Court cases on issues related to employment discrimination. In addition, our members conduct the research and practice that underlies legislative, judicial and administrative action at the local, state and federal level. Thus, we have followed with great interest the development of the Kennedy-Hawkins Civil Rights Act of 1990.

As a result of our analysis of the proposed Kennedy-Hawkins Civil Rights Act of 1990, we wish to call your attention to possibly unanticipated consequences of one provision of the Act. Section 3.1.o reads:

"The term 'required by business necessity' means essential to effective job performance."

We have three concerns. First, the term "essential" is very restrictive. While behavioral science has technology available to examine job relatedness (e.g., validation techniques for examining whether increasing levels of skill lead to increasing levels of performance), standards for determining that a requirement is "essential" have not been clearly articulated.

Second, the term "effective" may be interpreted as implying that performance is dichotomous, and that once an individual has met the "effectiveness" criterion higher levels of performance cannot be considered as being of greater value to the organization. In many cases, this is not true. There is a substantial body of literature that documents the advantages of adding employees who might make contributions beyond a single, discrete "effectiveness" level.

Third, the term "job performance" may be interpreted in a restrictive manner. For example, it is not clear if an organization's interest in reducing absence or turnover could be included in the definition of "job performance." Criteria such as absence and turnover can be central to the viability of an organization and are reasonable areas of interest for human resource research and practice.

We would like to suggest the following less ambiguous language as an alternative:

"The term 'required by business necessity' means shown to be (1) predictive of or significantly correlated with work behaviors comprising the job or relevant to the job or job family for which the procedures are in use, or (2) representative of the content of one or more important components of the job."

It is our understanding that certain revisions to the proposed Act have been made since the original bill was circulated and that among these changes is the following:

"The term 'required by business necessity' means that the challenged practice or group of practices bears a *substantial and demonstrable* relationship to effective job performance.

an unlawful employment practice is established . . . a complaining party demonstrates that a group of employment practices results in a disparate impact on the basis of race, color, religion, sex, or national origin and the respondent fails to demonstrate *by objective evidence* that such practices are required by business necessity."

Were this language to remain in the bill, it would be as bad or worse than the language we objected to earlier in this letter. I realize that an at-

tempt was made to eliminate the many objections to the term "essential" but this does not solve the problem. There are two distinct problems with the substitute language.

First, the term "substantial" is considerably more demanding than the prevailing standard of statistical significance and might be interpreted to be of a level of association impossible to reach using even the most advanced selection instruments.

Next, the term *objective evidence* would seem to implicitly endorse criterion related validity studies as the only reasonable methods for establishing job relatedness. Over twenty years of scientific discussion and litigation have previously settled that issue. Content-oriented and construct-oriented validity studies are equally acceptable for demonstrating business necessity. To use the term *objective evidence* would be to ignore that consensus regarding validity models.

If the language of the Kennedy-Hawkins bill has been changed as indicated above, we feel even more strongly that our substitute language for addressing the issue of business necessity is appropriate.

We would be pleased to discuss this further with you or your staff. I will personally brief your staff on these issues if you feel that such a briefing would be of value. I would be pleased to come to Washington for such discussions if appropriate. We thank you for your attention to our concerns.

Sincerely,

Frank J. Landy
President

ABILITIES, MOTIVATION AND METHODOLOGY

The Minnesota Symposium on Learning and Individual Differences

edited by

Ruth Kanfer, Phillip L. Ackerman, Robert Cudeck
University of Minnesota

Abilities, Motivation, and Methodology is an attempt to improve interaction and communication among researchers and to stem the flow of parallel developments in ability research, motivation research, and in the derivations of new methodological techniques. The contributors approach the treatment of learning and individual differences from a variety of perspectives including experimental psychology, motivational psychology, and differential/methodological psychology.

Contents: J.B. Overmier, W.E. Montague, J.J. Jenkins, Prolegomenon. Part I: *Historical Perspectives*. J.A. Adams, Historical Background and Appraisal of Research on Individual Differences in Learning. U. Kleinbeck, H. Quast, R. Schwarz, Volitional Effects on Performance -- Conceptual Considerations and Results from Dual-Task Studies. J.B. Carroll, Factor Analysis Since Spearman: Where Do We Stand? What Do We Know? Part II: *Methodological Strategies*. J.J. McArdle, A Structural Modeling Experiment with Multiple Growth Functions. D.F. Lohman, Estimating Individual Differences in Information Processing Using Speed-Accuracy Models. R. Cudeck, Simple Solutions and Complex Problems. Part III: *Cognitive Abilities and Information Processing*. J.W. Pellegrino, E.B. Hunt, P. Yee, Assessment and Modeling of Information Coordination Abilities. J. Gustafsson, Broad and Narrow Abilities in Research on Learning and Instruction. P.C. Kyllonen, D.J. Woltz, Role of Cognitive Factors in the Acquisition of Cognitive Skill. P.L. Ackerman, Abilities, Elementary Information Processes, and Other Sights to See at the Zoo. Part IV: *Motivational and Volitional Processes*. W. Revelle, Personality, Motivation, and Cognitive Performance. J. Kuhl, K. Kraska, Self-Regulation and Metamotivation: Computational Mechanisms, Development, and Assessment. R. Kanfer, Non-Cognitive Processes, Dispositions and Performance: Connecting the Dots Within and Across Paradigms. Part V: *Paradigms in Transition*. G. Mulder, A.A. Wijers, H.G.O.M. Smid, K.A. Brookhuis, L.J.M. Mulder, Individual Differences in Computational Mechanisms: A Psychophysiological Analysis. R.E. Snow, Cognitive-Conative Aptitude Interactions in Learning. J.J. Jenkins, Closing Remarks.

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Society Conference—Past and Future

Ron Johnson

In this issue of **TIP**, we can reflect upon a very successful 1990 Society Conference while looking forward to a great time at the 1991 event.

The Society Conference in Miami Beach proved that our members can find attractions to compete with the sessions! Some weak souls, by Sunday afternoon, did defect to the beautiful beach at the Fontainebleau Hilton. However, our attendees continue to impress hotel professionals by their overall attendance at the sessions. All told, the move to a three-day conference was a great success. Registration for our 1990 conference was almost 1,000—the second straight year we have reached that level of registration. We may be only five years old, but we have reached a level of maturity as a conference. I believe that we can all be justly proud of the quality of program that we have at our annual conference.

Speaking of quality program (including conference sessions and workshops), it is time to prepare for SIOP '91! Yes, before you know it, we will all be gathering at the ADAMS MARK HOTEL, in St. Louis. The 1991 annual conference will be held April 25–28 and you should start making plans for your participation. If you have program ideas, contact **Mike Campion**. If you have workshop suggestions, contact **Elliott Pursell**. If you have general questions about the conference, please contact me at 703–231–6152.

For the annual conference in St. Louis, I truly believe that we can establish a record registration. The rather central location of St. Louis will facilitate high attendance by graduate students and we should continue to build support among our members and others who are learning about the quality of our conference. You will be pleased to know that our hotel room rates, while not confirmed yet, should be the lowest that we have had since Dallas (that was 1988!). Also, THINK TWA! By the time that you receive this issue of **TIP**, I will have signed a contract with TWA as our official air carrier for the conference. Materials will be sent to you telling you how to take advantage of the good air fares that TWA will be able to offer you for your travel to St. Louis. (Because of your use of American Airlines for the 1990 conference, you have enabled the Society to save several hundred dollars in expenses by earning free airline tickets to be used for official travel; airline tickets that would have otherwise been paid for by the Society.) The Society executive committee is continually looking for ways to control expenses and your support of our official air carrier is helping in that cause. Thanks.

Finally, I want to use this forum to thank the committee chairs who made the 1990 Society conference such a success. Thank you, Linda Neider, Dianna Stone, Kevin Ford, and Elliott Pursell. There were many others who assisted with the work of the conference and I cannot thank each one of you here. However, with some risk of omission, I want to also thank Diana Deadrick, Tom Ruddy and Chet Schriesheim.

MEET ME IN ST. LOUIS!

**ANNOUNCING THE
SIXTH ANNUAL CONFERENCE
OF THE
SOCIETY FOR INDUSTRIAL AND
ORGANIZATIONAL
PSYCHOLOGY, INC.**

**APRIL 25-28, 1991
ADAMS MARK HOTEL
ST. LOUIS, MO**

Submission Deadline: October, 1990
Registration Materials: Available January, 1991
(Will be mailed to all Society members)

Annual Conference Steering Committee:

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Frank J. Landy, President
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Neal Schmitt, Past President
Michael A. Campion, Program
Elliott D. Pursell, Workshops**

The 1990 APA Convention

Michael A. Campion

The APA program for the Society of Industrial and Organizational Psychology, Division 14, is complete. It includes 34 sessions: 10 symposia, 5 panel discussions, 7 paper sessions, 4 invited addresses, 2 conversation hours, 1 workshop, 1 poster session, and 4 social hours. All the usual topics and mix of speakers are included.

A key advantage of the APA Convention is the opportunity to interact with psychologists from other divisions. This year we are co-sponsoring 26 sessions with other divisions. In addition, the APA Board of Scientific Affairs, the Science Directorate, and 14 of the divisions are sponsoring a "Science Weekend" consisting of 18 hours of science- and interdivisional-oriented programming occurring primarily on the mornings of the weekend. The programming consists only of well-known scholars from a variety of divisions speaking on research trends in three scientific areas: decision making, origins and measurement of individual differences, and emotion. For example, Jack Hunter will be speaking on validity generalization.

Details of the program follow. See you in Boston!

APA Science Weekend, 1990

"Science Weekend," a well-received feature of the APA Convention for the last two years, will be on tap for the Boston meeting this summer. Plans are well underway for an exciting three-day concentration of science programs—this year, August 10–12 will be the weekend to take in the best of psychological science.

Scientists and academics will be able to attend three solid days of "cutting edge" research presentations, with coordinated programming occurring in the mornings and regular division programs taking place in the afternoons. Fourteen invited addresses and symposia, organized along the three themes of "Emotions," "Decision Making," and "Origins and Measurement of Individual Differences," are the features of the coordinated programs.

Other highlights include coordinated poster sessions/social hours for several of the Science Weekend divisions, and the new "Conversation and Resource Room." The Conversation room will be adjacent to the Science Weekend session rooms in the Hynes Convention Center and will be open to all members of the Science Weekend sponsoring divisions. The room will be available Friday through Sunday, 9 to 5, with refreshments served through each day. The Conversation room, which will also have information on the fourteen sponsoring divisions and the

Science Directorate, is ideal for a comfortable, informal place to meet your colleagues.

Science Weekend convenience can't be beat—all programs will take place in three adjacent rooms of the Hynes Convention Center with few scheduling conflicts.

Here are the invited speakers and symposia for each theme:

Emotions:

- Ross Buck, University of Connecticut
- Anne Fernald, Stanford University
- Howard Leventhal, Rutgers University
- Andrew Ortony, Northwestern University
- Stephan Suomi, National Institute of Child Health and Human Development
- Robert Zajonc, University of Michigan

Origins and Measurement of Individual Differences:

- Gerald McClearn, Pennsylvania State University
- Symposium on "New Approaches to Psychological Assessment in Education," featuring Richard E. Snow, John R. Frederikson, Dennis Palmer Wolf, Ann Brown and Joseph Campione, Susanne P. Lajoie, Joan Baron and George F. Madaus
- John E. Hunter, Michigan State University
- Symposium on "Etymology and Assessment of Fear and Anxiety," featuring Don Fowles, Peter J. Lang, Thomas D. Borkovec, Susan Mineka, and David H. Barlow

Decision Making:

- Symposium on "Decision Making: Processing Probabilistic Information," featuring Stephen E. Edgell, Janet A. Sniezek, R. Scott Tindale, John E. Sawyer, and N. John Castelan, Jr.
- Hal Arkes, Ohio University
- John W. Payne, Duke University
- Symposium on "Behavior in Excess and Choice: The Role of Behavioral Economics," featuring Warren K. Bickel, Steve R. Hursh, Marilyn Carroll, William L. Woolverton, Leonard A. Epstein, and Roy Pickens

Science Weekend is sponsored by APA's Science Directorate, Board of Scientific Affairs, and Divisions 1, 3, 5, 6, 7, 8, 12, 14, 15, 20, 21, 25, 28, and 38.

For more information about Science Weekend, contact **Ms. Virginia Holt, APA Science Directorate, 1200 17th Street, NW, Washington, DC 20036; telephone: (202) 955-7653; Bitnet: APASDVEH@GWUVM.**

SOCIETY FOR INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY, INC. APA CONVENTION PROGRAM FRIDAY, AUGUST 11-TUESDAY, AUGUST 15

*This is not an official program. Only the APA-published program is official. In cases where discrepancies occur, the APA program supersedes this schedule.

PROGRAM PLANNING SUBCOMMITTEE

Michael A. Campion, Chair
Michael Burke
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James Sharf

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Nestor K. Ovalle
Ronald C. Page
Kenneth Pearlman
Susan Reilly
Hendrick W. Ruck
Joyce E. Russell
Robert D. Smither
Beverly Tarulli
Susan Taylor
Jay Thomas
Mark E. Tubbs
Craig Williams
Larry Williams
Hilda Wing

Note: All sessions are in the Convention Center (C) or in the Sheraton (S).

FRIDAY, 9:00 to 10:50 **Room 112 (C)**
PANEL DISCUSSION: PERSONNEL SELECTION AND VALIDATION
UNDER PUBLIC SCRUTINY
Chair: Maureen A. Conard, City of Waterbury

Participants:
Martin W. Anderson, Connecticut Department of Administrative Services
Joel P. Wiessen, Massachusetts Department of Personnel Administration
Susan Reilly, U.S. Office of Personnel Management
Maureen A. Conard, City of Waterbury

FRIDAY, 11:00 to 11:50 **Room 112 (C)**
INVITED ADDRESS
Chair: Robert Smither, Rollins College

Participant: Cari M. Dominguez, U.S. Department of Labor, *Women and Minorities in the Workplace 25 Years After Title VII*

FRIDAY, 12:00 to 12:50 **Room 106 (C)**
PANEL DISCUSSION: DISTORTION FACTORS IN LEADERSHIP PERCEPTION:
SHOULD LEADERSHIP RATINGS BE ABANDONED?
Chair: Leanne Atwater and Bruce Avolio, SUNY-Binghamton

Participants:
Leanne Atwater, SUNY-Binghamton
Bruce Avolio, SUNY-Binghamton
Don Spangler, SUNY-Binghamton
James Uleman, New York University
Ralph Juhnke, U.S. Naval Academy
Jim Phillips, University of Houston

FRIDAY, 1:00 to 2:50 **Room 302 (C)**
SYMPOSIUM: READING LITERACY IN THE WORKPLACE
Chair: Paul Squires, AT&T

Participants:
Vivian Gadsden, University of Pennsylvania, *Work Literacy: Broadening the Scope in Selection and Training*
Richard R. Reilly, Stevens Institute of Technology, *Literacy and Basic Skills for Entry Level Positions*
Paul Squires, AT&T, *Literacy Requirements for Customer Service Jobs*
Linda Baker, University of Maryland, *Metacognition and the Workplace: Implications for Literacy Training*

FRIDAY, 3:00 to 4:50 **Room 103 (C)**
PAPER SESSION: ADAPTION AND ACCOMMODATION IN THE WORKPLACE
Chair/Discussant: Janet Barnes-Farrell, University of Connecticut

Person-Environment Fit and Accident Prediction. Patrick Sherry, University of Denver
Work and Nonwork Satisfaction and Conflict: Effects on Life Satisfaction. Deborah Olsen and Janet P. Near, Indiana University, and Mary Deane Sorcinelli, University of Massachusetts
Discrimination in the Workplace: Work Group Racial Composition and Supervisor's Race. Daria C. Kirby and James S. Jackson, University of Michigan
Employing the Chronically Ill. Irene A. Sasaki and Robert T. Hogan, University of Tulsa
An Investigation of Factors Influencing a Relocation Decision. Daniel B. Turban, University of Missouri, and Alison R. Eyring and James E. Campion, University of Houston

FRIDAY, 5:00 to 5:50 **Exhibit Hall B (C)**
POSTER SESSION

Dispositional, Situational and Interactional Determinants of Achievement Behavior. William D. Spangler, State University of New York-Binghamton
Presidential Effectiveness in the Leadership Motive Profile. William D. Spangler, State University of New York-Binghamton
Health Promotion Exercise Program: The Role of Work Related Variables. Stacey S. Kohler and Janet K. Swim, Pennsylvania State University
Level of Analysis and Statistical Power. Paul J. Hanges, Garret L. Nelson and Benjamin Schneider, University of Maryland
The Effect of Quality Circles on Grievance Rates. Kimberly K. Buch, University of North Carolina
An Experimental Study of a Gain Sharing Program. Margaret C. Andrews, East Carolina University, David F. Neumann, Hardee's Food Systems, William F. Grossnickle, Karl W. Wuensch, and John G. Cope, East Carolina University
The Effects of Training on Decision Making: Accessibility and Compliance. Michael B. Hein, Georgia Institute of Technology, Michael D. Mumford, George Mason University, Jack M. Feldman and Dennis Nagao, Georgia Institute of Technology
Performance Effects of Ability. Alison R. Eyring, James D. Eyring and Debra Steele, University of Houston
The Relationships between Privacy and Different Components of Job Satisfaction. James O. Benedict and Kimberly Duvall-Early, James Madison University
Measuring Task Importance. Edward L. Levine, University of South Florida, and M. Thaxter Dickey, Florida College
Predicting the Content and Quality of Career Decisions. Sherri L. Hughes, Western Maryland College, and C. Michael York, Georgia Institute of Technology
Effects of Transformational and Transactional Leadership on Follower Influencing Activity. Ronald J. Deluga, Bryant College
Communication Skills and the Emergence of Leaders in Small Groups. Ronald E. Riggio, California State University at Fullerton, Charles Salinas, University of California at Riverside, and Gail Nabours, California State University at Fullerton
The Effects of Subordinates' Present Performance and Work History on the Feedback Process of Firefighter Supervisors. Jonathan E. Smith, John Carroll University, and Gerald A. Schoenfeld, Jr., University of Pittsburgh

FRIDAY, 6:00 to 6:50 **Republic Room B (S)**
SOCIAL HOUR

SATURDAY, 9:00 to 10:50 **Room 112 (C)**
SYMPOSIUM: VALUING TALENT IN THE LABOR MARKET:
PAYING FOR ACADEMIC ACHIEVEMENT
Chair: James C. Sharf, Alexandria, VA

Participants:
John Bishop, Cornell University
Barbara Lerner, Princeton, NY
Discussant: Linda Gottfredson, University of Delaware

SATURDAY, 11:00 to 12:50 **Room 111 (C)**
SYMPOSIUM: THE MEANING AND MEASUREMENT OF JOB WORTH
Chair: Scott L. Fraser, Florida International University

Participants:
Jeannie McKinney, Florida International University, *Traditional Job Evaluation Techniques*

Steven F. Cronshaw, University of Guelph, *Contrasting Philosophical Approaches to Job Evaluation*
 Deborah Danker, Florida International University, *Wage and Salary Surveys*
 Rosemary Lowe, University of West Florida, *Sociological Approaches to the Measurement of Job Worth*
 Nadeed Medvin, Florida International University, *Utility Analysis and the Value of Work*
 Richard D. Lennox, University of North Carolina, *Measurement Theory and the Assessment of Job Worth*
 K. Galen Kroeck, Florida International University, *Equity, Individual Performance, and Job Worth*

SATURDAY, 1:00 to 2:50 **Room 202 (C)**
**SYMPOSIUM: SELECTION OF AIR TRAFFIC CONTROLLERS:
 COMPLEXITY, REQUIREMENTS AND PUBLIC INTEREST**
 Chair: Hilda Wing, Federal Aviation Administration

Participants:
 Shelly Thomas, Federal Aviation Administration and Barry J. Reigelhaupt, Fu Associates, Ltd., *Overview of National Air Space Human Resource Management Plan*
 Jane C. Aul and Hilda Wing, Federal Aviation Administration, *Employing Air Traffic Controllers*
 Carol A. Manning, Civil Aeromedical Institute, *Procedures for Selection of Air Traffic Control Specialists*
 Darlene M. Olson and Hilda Wing, Federal Aviation Administration, *Evaluation Issues in the Selection of Air Traffic Controllers*
 Discussants: H. Clayton Foushee, Federal Aviation Administration, and Phillip L. Ackerman, University of Minnesota

SATURDAY, 3:00 to 3:50 **Room 111 (C)**
CONVERSATION HOUR

Participant:
 Ann Howard, Leadership Research Institute, *What Do I/O Psychologists Really Do? SIOP Membership Survey Highlights*

SATURDAY, 4:00 to 4:50 **Room 102 (C)**
CONVERSATION HOUR

Participants:
 Wayne W. Sorenson and Ann Durand, State Farm Insurance Co., *Division 14 Income Survey*

SATURDAY, 5:00 to 5:50 **Room 102 (C)**
INVITED ADDRESS
 Chair: Donna L. Denning, City of Los Angeles

Participant:
 George Madaus, Boston College, *Findings and Recommendations of Committee on Testing and Public Policy*

SATURDAY, 6:00 to 6:50
SOCIAL HOUR

SUNDAY, 9:00 to 9:50 **Room 106 (C)**
**PANEL DISCUSSION: EMPLOYMENT DRUG TESTING:
 CURRENT ISSUES AND RESEARCH OPPORTUNITIES**
 Chair: Michael J. Burke, New York University

Participants:
 Jacques Normand, U.S. Postal Service, *Current Drug Testing Issues*
 Steven W. Gust, National Institute on Drug Abuse, *Current Research Support Programs*

SUNDAY, 10:00 to 11:50 **Room 208 (C)**
**SYMPOSIUM: INTELLECTUAL ABILITY AND LEADERSHIP
 IN ORGANIZATIONS**
 Chair: Joel M. Savell, U.S. Army Research Institute

Participants:
 Kenneth E. Clark, Center for Creative Leadership, *Must Leaders Be Smart?*
 Elliot Jaques, George Washington University, *Task Cognitive Complexity, and Organization*
 Robert J. Sternberg, Yale University, *Organizational Leadership: The Creativity-Adaptation Tradeoff*
 Discussants: Edwin P. Hollander, City University of New York, and Paul T. Twhig, U.S. Army Research Institute

SUNDAY, 12:00 to 1:50 **Room 110 (C)**
PAPER SESSION: ALTERNATIVE PREDICTORS
 Chair/Discussant: Hilda Wing, Federal Aviation Administration

Personality Correlates of Success in Insurance Sales. Curtiss P. Hansen, Lincoln National Corporation
Validity of Personality Tests for Use in Employee Selection. Donna L. Denning, City of Los Angeles
A Comparison of Polygraph and Honesty Inventory Results. K. Galen Kroeck and Scott L. Fraser, Florida International University
Lying Takes Time: Predicting Deception in Biodata Using Response Latency. Michael A. McDaniel, Booz, Allen & Hamilton, Inc., and Howard Timm, PERSEREC

SUNDAY, 3:00 to 4:50 **Room 313 (C)**
**SYMPOSIUM: QUANTITATIVE JOB DESCRIPTION AND
 CLASSIFICATION: NOMOTHETIC APPROACHES AND APPLICATIONS**
 Chair: J. W. Cunningham, North Carolina State University

Participants:
 Edwin A. Fleishman, George Mason University, *The Ability Requirements Scale Approach to Quantifying Job Requirements*
 P. R. Jeanneret, Jeanneret & Associates, Inc., *The Position Analysis Questionnaire: Applications Based on Quantified Job Profiles*
 Robert J. Harvey, Virginia Polytechnic Institute and State University, *Quantitative Job Description and Classification Using the Job Element Inventory*
 Rodger D. Ballentine, Brooks Air Force Base, J. W. Cunningham, North Carolina State University, and William E. Wimpee, Brooks Air Force Base, *Job Clusters Based on the General Work Inventory*
 Discussants: Edward L. Levine, University of South Florida, and William C. Howell, Brooks Air Force Base.

SUNDAY, 5:00 to 5:50 **Room 112 (C)**
INVITED ADDRESS
 Chair: Robert D. Dugan, University of New Haven

Participant:
 Chris Argyris, Harvard University, *Is Applicable I/O Knowledge Necessarily Usable: The Scholar's Role*

SUNDAY, 6:00 to 6:50

SOCIAL HOUR

Ballroom (C)

MONDAY, 9:00 to 10:50

**PANEL DISCUSSION: REAL WORLD ISSUES WITHOUT
RESEARCH-BASED SOLUTIONS: A NEEDS ANALYSIS
FOR I/O RESEARCH**

Room 301 (C)

Chair: Jay C. Thomas, J. C. Thomas and Associates

Participants:

Jay C. Thomas, J. C. Thomas and Associates
Elliot Pursell, Human Resource Systems
Howard Carlson, General Motors Corporation
Doug Cellar, DePaul University
Steve Doerflein, Holy Cross Health System
Dennis Doverspike, University of Akron

MONDAY, 11:00 to 12:50

PAPER SESSION: ASSESSMENT PROCESSES

Room 109 (C)

Chair/Discussant: Douglas W. Bray, Development Dimensions International

The Measurement of Assessment Center Situations, Scott E. Highhouse and Michael M. Harris, University of Missouri-St. Louis
Gender Effects on the Accuracy of Assessment Center Ratings, Kerrie D. Quinn, Old Dominion University, and Todd A. Baker, Army Research Institute
The Utility of Assessment Centers for Career Development, John W. Fleenor, Burroughs Wellcome Co., Bert W. Westbrook, North Carolina State University, and Patrick Hauenstein, Development Dimensions International
The Relationship of the Interviewer's Preinterview Impressions to Interview Outcomes, Therese Hoff Macan, University of Missouri-St. Louis, and Robert L. Dipboye, Rice University

MONDAY, 11:00 to 12:50

**SYMPOSIUM: PSYCHOLOGICAL PROCESSES IN UNDERSTANDING
REACTION TO AFFIRMATIVE ACTION**

Room 201 (C)

Chair: Dennis Doverspike, University of Akron

Participants:

Mary Anne Taylor, Auburn University, *Examining Fairness Perceptions of Preferential Treatment*
Winfred Arthur, Texas A & M University, *Minority, Majority and International Students' Responses to Affirmative Action*
Julia Gard, University of Akron, *The Role of Affirmative Action in Equitable Decision Making*
Discussants: Douglas Cellar, DePaul University, and Linda Subich, University of Akron

MONDAY, 1:00 to 2:50

PAPER SESSION: PERFORMANCE APPRAISAL AND FEEDBACK

Room 109 (C)

Chair/Discussant: Herbert H. Meyer, University of South Florida

Training Appraises To Be Proactive: Effects on Appraisers and Appraisees, Ronald W. Stoffey, Kutztown University, and Richard R. Reilly, Stevens Institute of Technology
Memory for Performance Feedback: A Test of Three Self-Motivation Theories, Joanne M. Donlin and Neil Hauenstein, Virginia Polytechnic Institute & State University
The Effects of Knowledge on Rater's Use of Conceptual Similarities, Dieter J. Zirkler, Logicon Technical Services Inc., and Wade Gibson, Psychological Services Inc.
A Test of the Differential Accuracy Phenomenon in Performance Ratings, Jay C. Thomas, J. C. Thomas and Associates, and Maria del Carmen Martin Domingo, Madrid, Spain

MONDAY, 1:00 to 2:50

**SYMPOSIUM: RESEARCH ON NEW ENTRY-LEVEL PROFESSIONAL AND
ADMINISTRATIVE EXAMINATIONS IN THE FEDERAL GOVERNMENT**

Room 109 (C)

Chair: Magda Colberg, U.S. Office of Personnel Management

Participants:

Brian S. O'Leary, Julie Rheinstein, and Donald E. McCauley, U.S. Office of Personnel Management, *Job Analysis for Test Development: Can it be Streamlined?*
Charles N. MacLane, U.S. Office of Personnel Management, *Issues in Scoring the Individual Achievement Record*
David A. Dye, U.S. Office of Personal Management, *The Construct Validity of the Individual Achievement Record*
Susan M. Reilly, Mary Anne Nester, Bruce McGilvray, and Karen L. Kelly, U.S. Office of Personnel Management, *Criterion-Related Validity of the Selection Instruments and Establishment of the Passing Score*
Discussant: Richard H. McKillip, Psychological Services, Inc.

MONDAY, 3:00 to 4:50

PAPER SESSION: MOTIVATION AND GOAL SETTING

Room 110 (C)

Chair/Discussant: Roseanne Foti, Virginia Polytechnic University

The Impact of Need for Achievement on Goal Commitment, Debra S. Johnson and Richard Perlow, University of Houston
A Within-Subjects Examination of the Process by which Goals and Feedback Affect Commitments, Intentions, and Performance, Mark E. Tubbs, Donna M. Boehne, and James G. Dahl, University of Missouri-St. Louis
A Heuristic Model of Perceived Goal Relationship in Work Groups, John M. Houston, Rollins College
A Longitudinal Test of a VIE-Control Systems Model of Self-Regulated Performance, Vernon A. Peterson and Wayne Harrison, University of Nebraska

MONDAY, 5:00 to 5:50

INVITED ADDRESS

Room 207 (C)

Chair: Ronald C. Page, Hay Management Consultants

Participant:

David McClelland, Harvard University, *Competency Assessment: It's Use in Optimizing the Job-Employee Match*

MONDAY, 6:00 to 6:50

SOCIAL HOUR

Grand Ballroom (S)

TUESDAY, 9:00 to 10:50

PAPER SESSION: VALIDATION RESEARCH

Independence East (S)

Chair/Discussant: Harold A. Manger, Lockheed Corporation

Aptitude and Experience Trade-offs on Job Performance, William E. Alley and Mark S. Teachout, Brooks Air Force Base.
Stability of Biodata Dimensions Across English-Speaking Cultures: A Confirmatory Investigation, Michelle Mosher Crosby, Anthony J. Dalessio, and Margaret A. McManus, LIMRA International
Comparison of Cutoff Scores for Content-Related and Criterion-Related Validity Settings, Winfred E. Arthur, Jr., David J. Woehr, and Melinda L. Fehrmann, Texas A&M University
Content Validity: Ignoring Sins of Omission? Scott L. Martin and John R. Molcan, London House Inc.
The Prediction of Employee Absenteeism, J. Anthony Bayless, U.S. General Accounting Office, and Gary J. Lautenschlager, University of Georgia

TUESDAY, 9:00 to 10:50 **Independence West (S)**
SYMPOSIUM: THE "BABY BELLS" 6 YEARS LATER: THE ROLE OF
HUMAN RESOURCES PROGRAMS AND POLICIES IN ESTABLISHING
NEW CULTURES
 Chair: Beverly A. Tarulli, BellSouth Corporation

Participants:
 Beverly A. Tarulli and Deborah F. Kaye, BellSouth Corporation, *The Role of Human Resources Programs in Establishing a New Culture at BellSouth*
 Robert Ramos, NYNEX Corporation, *The Effects of Culture Differences on a Promotion Program at NYNEX Corporation*
 Gary Morris, Ameritech Services, Inc., *The Impact of Human Resource Policies and Procedures on Corporate Culture at Ameritech*
 Nancy Tippins, Bell Atlantic, *The Effects of Cultural Changes on Human Resources Policies in Bell Atlantic*
 David Bogage, Southwestern Bell, *Three New Culture Human Resources Programs at Southwestern Bell*

TUESDAY, 11:00 to 12:50 **Independence East (S)**
PAPER SESSION: JOB STRESS

Chair/Discussant: Craig Williams, Burroughs Wellcome

Role Stress as Substance Versus Artifact: A Confirmatory Factor Analysis. Michael M. Harris, University of Missouri-St. Louis
Disentangling Role Stressors: Conflict, Ambiguity and Overload. E. Kevin Kelloway, Queen's University
Job Stress: Empirical Examination of an Alternative Stress-Buffering Model. Johanne Dompierre, Université de Montreal, and Francine Lavoie, Université Laval
A Meta-analytic Review of the Link Between Job Stress and Elevated Blood Pressure. Scott David Spera, University of Akron

TUESDAY, 11:00 to 12:50 **Independence West (S)**
WORKSHOP: AN INTRODUCTION TO LISREL WITH
ORGANIZATIONAL APPLICATIONS

Chair/Participant: Larry J. Williams and Gina M. Sanborn, Purdue University

TUESDAY, 1:00 to 2:50 **Room 101 (C)**
PANEL DISCUSSION: WORKPLACE LITERACY: PRELIMINARY
RESEARCH AND POTENTIAL SOLUTIONS
 Chair: Judith Norback and Michael Rosenfeld, Educational Testing Service

Participants:
 Barbara Markle, Michigan Department of Education
 Renee Lerche, Ford World Headquarters
 Eric Greenberg, American Management Association
 Linda Stoker, Cox Educational Services, Inc.

TUESDAY, 1:00 to 2:50 **Room 104 (C)**
SYMPOSIUM: TRAINING IN THE ASSESSMENT CENTER PROCESS:
PRINCIPLES, METHODOLOGY, AND GENERALIZATIONS
 Chair: Terry L. Dickinson, Old Dominion University.
Assessment Center Test Bed for Training and Performance Research

Participants:
 Rudolph L. Johnson, Frito-Lay, Inc. *Direct Versus Indirect Observation, Report Format, and Assessor Training*
 Todd A. Silverhart, Life Insurance Marketing & Research Association, Inc., *Feedback*

Type, Mode of Feedback Presentation, and Assessor Training
 Salvatore J. Cesare, County of San Diego, *Practice and Cognitive Modeling for Observation and Rating Accuracy*
 Todd A. Baker, Army Research Institute, *Team and Member Training for the Consensus Meeting*
 Discussant: Jerry W. Hedge, Personnel Decisions Research Institute

Co-Sponsored Sessions

Sessions co-sponsored by Division 14 are listed below. All information that is available at the time of this writing is included. Please see the official program for exact details.

Invited Address: Fritz Drasgow, Chair: Anita Lancaster, Saturday, 2:00-2:50 p.m., Division 5.

Symposium: The State of Computer-Based Testing and Interpretation: Consensus or Chaos, Chair: Wayne Camara, Saturday, 2:00-2:50 p.m., Division 5.

Invited Symposium: Differential Assessment of Persons: A Methodological and Substantive Reappraisal, Chair: William Chaplin, Monday, 10:00-11:50 a.m., Division 5.

Invited Address: Jacob Cohen, Chair: Leland Wilkinson, Monday, 12:00-12:50 p.m., Division 5.

Roundtable/Conversation Hour: Organizational Culture Analysis as an Approach to Facilitate Decision-making Processes in Academic Settings, Chairs: Eileen M. Colbert & Christopher Keys, Monday, 9:00-9:50 a.m., Division 18.

Symposium: The Impact of Home Base on Consulting Practice, Chair: Paul E. Slobodian, Tuesday, 9:00-10:50 a.m., Division 13.

Symposium: Consulting Management Psychology's Role in the 21st Century, Chair: Erwin S. Stanton, Monday, 9:00-10:50 a.m., Division 13.

Invited Address: Kenneth E. Clark, When Do Consulting Psychologists Earn Their Fees?, Chair: Kenneth H. Bradt, Sunday, 2:00-2:50 p.m., Division 13.

Symposium: Planning and Problem Solving in Organizations: Empirical and Conceptual Dilemmas, Chair: Sharon E. Robinson, Sunday, 9:00-9:50 a.m., Division 13.

Symposium: The Female Consultant: Entering and Succeeding in a Man's World, Chair: Richard T. Kinnier, Saturday, 2:00-2:50 p.m., Division 13.

Symposium: Assisting in Organizational Decision Making: Beyond APA Ethical Guidelines, Chair: Jonathan E. Smith, Saturday, 9:00-9:50 a.m., Division 13.

Invited Address: David L. Featherman, "Practical Intelligence in Midlife—and Beyond?", Division 20.

Conversation Hour: Women in the Military, Chair: Christine Jaggi, Friday, 5:00-5:50 p.m., Division 19.

Poster Session: Current Military-Related Research and Clinical Issues, Chair: Stephen L. Goldberg, Saturday, 1:00-1:50 p.m., Division 19.

Symposium: Stress Management Training for Navy Recruiters, Chair: Morris S. Spier, Saturday, 2:00-2:50 p.m., Division 19.

Symposium: Automated Assessment of Cognitive Performance in the Military: Current Perspectives, Chair: Fredrick W. Hegge, Sunday, 9:00-10:50 a.m., Division 19.

Symposium: How Good Are Alternative Measures of Job Performance?, Chair: Linda S. Gottfredson, Sunday 11:00 a.m.-12:50 p.m., Division 19.

Symposium: Post Service Effects of Military Experience on Low-Aptitude Recruits, Chair: W. S. Sellman, Monday, 9:00-10:50 a.m., Division 19.

Symposium: Setting Military Enlistment Standards Based on Job Performance Data, Chair: Thomas E. Ulrich, Monday, 11:00 a.m.-12:50 p.m., Division 19.

Invited Address: Training and Personnel Management: Reflections of a Defense Contractor, Meredith Crawford, Chair: W. S. Sellman, Monday, 3:00-3:50 p.m., Division 19.

Symposium: Market Research in Support of Military Recruiting, Chair: Jerome D. Lehnus, Tuesday, 9:00-10:40 a.m., Division 19.

Paper Session: Military Personnel Selection, Chair: Lawrence Hanser, Tuesday, 12:00-12:50 p.m., Division 19.

Sick Buildings, Healthy Buildings: Environmental Psychology and Workplace Design, Chair: Barbara Brown, Saturday, 4:00–4:50 p.m., Division 34.

Anne Anastasi, Are There Unifying Trends in the Psychologies of 1990?, No Chair, No Day/Time, Division 1.

Robert Perloff, A Dialogue between William James and an Applied Psychologist, No Chair, No Day/Time, Division 1.

Eric Ostrov, Integrity Testing and the Selection of Law Enforcement Personnel, Division 18.

SIOP Fellowship Quiz

Paul R. Sackett

Nine individuals were elected to fellowship status at the Business Meeting in Miami. Those attending the business meeting got to take the Fellowship Quiz—here's your chance to try it. Column A contains the names of the nine new fellows; column B contains the topics for which individuals were nominated. Your task is to match the names in column A with the topics in column B. Answers and a more complete citation for each candidate can be found elsewhere in this issue of **TIP**.

- | | |
|------------------|-------------------------------|
| 1) Joel Brockner | A) Groups and teams |
| 2) Miriam Erez | B) Organizational citizenship |
| 3) Gerald Ferris | C) Job stress |
| 4) Robert Folger | D) Self-esteem |
| 5) Richard Guzzo | E) Performance appraisal |
| 6) Susan Jackson | F) Validity generalization |
| 7) Kevin Murphy | G) Goal setting |
| 8) Dennis Organ | H) Political behavior |
| 9) Nambury Raju | I) Procedural justice |

SIOP Awards

William K. Balzer

A number of individuals were honored at the 1990 business meeting of the Society for Industrial and Organizational Psychology. Robert L. Dipboye, Subcommittee Chair of the Society's Awards Committee, presented certificates and \$500 checks to the winners of three prestigious awards sponsored by the Society:

P. Richard Jeanneret, Managing Principal for Jeanneret & Associates, Inc., was named winner of the 1990 Distinguished Professional Contributions Award. The citation that accompanied his award states:

Paul Richard Jeanneret, a graduate of the University of Virginia in 1962 and of the University of Florida (MA, 1963), began his career in I/O Psychology as an Aviation Psychologist for the U.S. Navy from 1964–1967. Upon completion of his military commitment, he returned to his graduate studies as a student of Dr. E. J. McCormick at Purdue University. Upon completion of his doctorate in 1969, he joined the consulting firm of Lifson, Wilson, Ferguson & Winick in Houston where he became a Managing Principal until 1982. In that year he formed Jeanneret & Associates, which has since grown to be a nationally recognized consulting firm with offices in Houston, Austin, and St. Louis.

Dr. Jeanneret is perhaps best known for the research he conducted in the development and analysis of the Position Analysis Questionnaire. Both in his work with Dr. McCormick at Purdue and since entering professional practice, he has continued to contribute to the development of the theory and technology embodied in the worker-oriented approach to job analysis.

Throughout the years of his professional practice, Dr. Jeanneret's ties with the research base which underlies I/O Psychology have been strengthened. These ties have led to the application of worker-oriented job analytic information to job component validation strategies, the development of performance appraisal systems, the identification of career paths, and the design of work activities and motivational compensation structures.

In the professional arena, Dr. Jeanneret has continued to be involved in issues ranging from graduate training to convention program planning. He has served as adjunct faculty at the University of Houston since 1982 and served on a number of doctoral committees. He has provided training opportunities for graduate students for almost 20 years; indeed, more than 75 graduate interns have

benefitted from his experience and mentoring. He served on a task force to develop a valid oral examination procedure as part of the Texas licensing process for psychologists. He has served on Division 14 Committees and helped to found and served on the first executive board of the Houston Area I/O Psychologists organization. He has served as a consulting editor and reviewer for the *Journal of Applied Psychology* and other journals for many years. He continues to publish and present his own research in professional forums and has conducted SIOP workshops designed to provide training and continuing education for his colleagues.

Throughout his career, Dr. Jeanneret has maintained the highest standards of professional practice, including creative contributions, service to the profession, and interaction with professional colleagues. He truly represents the sought-after model of the practitioner/scientist who bases his professional recommendations and activities on his informed knowledge, training, and experience in the science of psychology.

Edward E. Lawler III, Research Professor and Director of the Center for Effective Organizations at University of California at Los Angeles, was designated winner of the 1990 Distinguished Scientific Contributions Award. The citation that accompanied his award reads:

Edward E. Lawler III is most deserving of the Distinguished Scientific Contributions Award of the Society for Industrial and Organizational Psychology. His scientific work has had a profound influence on not only the field of industrial and organizational psychology, but also such related fields as organizational behavior, personnel and human resources management, organizational development, and industrial relations.

An appreciation for both the magnitude and the nature of Ed's scientific contributions can be gained by considering the fact that over the past two and one-half decades he has authored or co-authored 15 books and over 100 journal articles of relevance to the field of industrial and organizational psychology. In and through these works he has contributed to development of theory, augmented the body of empirical facts about various phenomena, and had a profound influence on both the structures and the processes of many real-world organizations.

Among the areas in which he has made significant scientific contributions are employee motivation, employee compensation, organizational structure and its correlates, the satisfaction-performance relationship, equity in organizations, job design, employee participation and involvement programs, the effects of accounting systems on employee behavior and attitudes, quality of work life, social accounting of corporations, organizational control systems, performance evaluation methods, organizational change and development, union-management relations, and compensation

systems. His work in these and other areas is very widely cited in the literature of industrial and organizational psychology and that of related fields.

Of the many areas in which Ed has made distinguished scientific contributions, one that is especially noteworthy is that of employee compensation and its correlates. In this area, Ed has written what is considered to be one of the most important psychologically-oriented books, *Pay and Organizational Effectiveness* (1971). He has also authored over 50 other works (books, book chapters, and empirically-based articles) dealing with pay. His numerous, widely-cited works on this topic have influenced the thinking of virtually every other scientist who conducts psychologically-oriented studies of pay-related phenomena.

In order to gauge the significance of Ed's contributions to the science of industrial and organizational psychology one can consider the way that he is viewed by other notable scientists. Here are some of the things that several of the most prominent scientists in the field of industrial and organizational psychology wrote about Ed and his work in supporting his nomination for the Distinguished Scientific Contributions Award: One noted that "I know of no one who has combined the degree of impact with the breadth of impact to the extent Lawler has." Another observed that "No one has been as creative or as prolific in the field [of industrial and organizational psychology] as he has been." Still another wrote that "I believe that Ed Lawler is the preeminent organizational psychologist in the world today." From these and many other laudatory remarks of prominent, scientifically-oriented industrial and organizational psychologists it is clear that Ed and his work are very highly regarded.

In view of the varied and significant contributions that Ed has made to the science of industrial and organizational psychology, he is most deserving of the Distinguished Scientific Contributions Award of the Society for Industrial and Organizational Psychology. Accordingly, the Society is most pleased to present this award to him.

Paul W. Thayer, Professor and Head of the Psychology Department at North Carolina State University, was named winner of the 1990 Distinguished Service Award. The citation that accompanied his award reads:

Paul Thayer has been a member of the American Psychological Association (APA) for 36 years, with 24 years as a fellow. He has given almost continuous service for 33 of those years, with 18 consecutive years on the executive committee of Division 14. A synopsis of his service contributions include:

Division 14 Member-At-Large, Secretary-Treasurer, President-Elect, President, and Past President; Division 14 Representative to Council (3 separate times for a total of over 7 years); Member or

chair of Division 14 Scientific Affairs Committee, Fellowship Committee, Committee on Committees, and the Task Force on History and Centennial; Member or chair of APA Insurance Trust, Finance Committee, Policy and Planning Board, Board of Convention Affairs, and Membership Committee.

In addition, Paul Thayer is a founding member and fellow of the American Psychological Society (APS) and the current chair of its Finance Committee. He is also a fellow of the American Association for the Advancement of Science, and a member of the Eastern and Southeastern Psychological Associations, Psi Chi, Sigma Xi, and Dearborn Group.

An illustrative list of some of Paul Thayer's significant achievements while holding the various offices include:

(1) While a member of the APA Insurance Trust, he helped develop the original life insurance plan for APA, he participated in an analysis of losses in the income disability plan which made a premium reduction possible, and he helped set up reserves for life insurance so that premiums could be stabilized and reduced. Many of these changes are still in place today. (2) During his years on Division 14's executive committee, he restructured the accounting system, set up the first organizational procedures manual, revised the committee structure, and raised the money to pay for an amicus curiae brief on a major testing case. (3) While on the Policy and Planning Board and as Representative to Council, held up the position and goals of the scientist-practitioners in the face of the increasing influence of the health care providers on the direction of APA. As one of his letters of nomination stated, "He has been a relentless fighter against those in the psychological profession who would undermine our discipline." (4) Recently, he has been a key player in the formation and financial operation of APS.

There were no submissions for the Edwin E. Ghiselli Award for Research Design this year. In addition, the S. Rains Wallace Dissertation Award was withheld this year.

UPCOMING SIOP CONFERENCES

April 25-28, 1991:	St. Louis, Adams Mark Hotel
April 30-May 3, 1992:	Montreal, The Queen Elizabeth
April 30-May 3, 1993:	San Francisco, San Francisco Marriott

Fellowship

Paul R. Sackett

At the SIOP Business Meeting in Miami, the membership voted to endorse the executive committee's recommendation that nine individuals be granted fellowship status in the Society. Names and brief citations for each of the nine new fellows follow:

Joel Brockner (Columbia University): For his empirical and integrative work in several areas, including self-esteem in work settings, entrapment in escalating conflict, and the effects of layoffs on survivors.

Miriam Erez (Technion Institute of Technology, Israel): For her important work in the area of participation and feedback in the goal setting process, and for contributions to cross-cultural issues in organizational behavior.

Gerald Ferris (University of Illinois): For his work in the areas of social and contextual influences on work behavior and on political behavior in organizations; also for his editing of important volumes on new developments in the human resource management field.

Robert Folger (Tulane University): For his seminal work in clarifying the constructs of procedural and distributive justice in work settings, and for conceptual and empirical work examining various personnel practices from a workplace justice perspective.

Richard Guzzo (University of Maryland): For his contribution to the renewed interest in the study of groups in organizations, and for important conceptual and integrative work in areas including empowerment and efficacy in teams, productivity, and meta-analysis.

Susan Jackson (New York University): For important contributions in the areas of job stress and burnout, and for seminal work in the linking of organizational strategy with human resource policy.

Kevin Murphy (Colorado State University): For his programmatic research in applying cognitive models to the area of performance appraisal, and for important contributions in the area of psychological measurement, including utility analysis, cross validation, and base-rate issues.

Dennis Organ (Indiana University): For his leadership in making organizational citizenship a central variable in the field of organizational behavior; this work has helped clarify the consequences of job satisfaction and the nature of the satisfaction-performance relationship.

Nambury Raju (Illinois Institute of Technology): For his important quantitative contributions to personnel psychology, including the development of alternatives to existing validity generalization and utility models.

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Happy Birthday, Harold Burt!

**Richard J. Klimoski
The Ohio State University**

What do Bernie Bass, Jon Bentz, Ed Fleishman, Don Grant, Al Glickman, Ed Harris, Bill Jaynes, Cal Shartle, Frank Stanton, and Paul Thayer have in common? Besides being respected Industrial/Organizational Psychologists, they all attended Ohio State University and were influenced by Harold Burt. He served as their teacher, their mentor, and their friend.

As can be seen from the accompanying newspaper article, Harold Burt is a remarkable person. In recognition of this, the SIOP executive committee with the help of Milt Hakel passed a resolution honoring Harold Burt at its spring meeting held during the Miami convention. A "birthday card" in the form of a scroll was also circulated for signatures and over 200 people took the time to send their best wishes. Both were presented to Harold on his 100th birthday (April 26, 1990) in a simple ceremony hosted by his son. The event was coordinated by Nancy Billings who is manager of the nursing facility where Harold is living (mailing address: First Community Village, 1800 Riverside Drive, Columbus, Ohio 43212).

The Psychology Department at Ohio State is particularly pleased to have been involved in the celebration (even in a limited way). Burt has given a lot to this department. Even in his advanced years, Burt's legacy continues. For on the occasion of Burt's centenary, Frank Stanton has pledged to fund a Chair in Industrial/Organizational Psychology in his name.

With all of this, is there anything else that could be added to convey the spirit of the moment? Well, yes. I am told even Willard Scott, the NBC morning talk show weatherman, took the time to recognize Harold Burt on his birthday.

**Achievements Mount in Harold Burt's First 100 Years
by Mike Harden**

(Reprinted from the *Columbus Dispatch*, Columbus, Ohio)

Let's be honest. Most journalists regard an invitation to interview a centenarian with a certain hesitancy.

The prospect of shouting questions into a faulty hearing aid and being

answered with vague, monosyllabic responses is unnerving. One embarks upon the task uncertain of what to ask, worried how much one remembers from CPR class and troubled by the notion that when all is said and done—as another journalist put it—there will be so few quotes that the story will begin: “A hundred years of memories twinkled in a pair of china blue eyes . . .”

Meet Dr. Harold Burt. Come Thursday, he will be 100. He was reading a magazine when I entered his room at the First Community Village Healthcare Center. He reads lots of them: *The New Yorker*, *Discover*, *Science*, *Time*. The list is long.

“I’m kind of deteriorating lately,” he warned, gesturing for me to be seated. “I was hospitalized with pneumonia. At my tender age you’re liable to get such things.”

At his tender age.

He voted for Teddy Roosevelt on the Bull Moose ticket in 1912. By 1915, the year of the *Lusitania* sinking, he was teaching at Harvard. A World War I Army Captain, he developed the battery of tests used to evaluate prospective fighter pilots. He gave 41 years to The Ohio State University department of psychology, serving as its chairman for the last 22. During his tenure he authored a half dozen books on everything from legal psychology to the psychology of advertising.

One would think that after such an ambitious career, Burt would have settled comfortably into retirement. Instead, he turned his full attention to a second career: ornithology.

“When I retired at age 70,” he explained, “I got interested in birds. I had a big trap on University Farm. I was especially interested in migratory patterns.”

To study those patterns, he banded each bird he caught before releasing it. Though ostensibly retired, he banded more than 164,000 birds over an 18-year period and authored yet another text, *Psychology of Birds*. His general thesis, he joked at the time his book was published, was that the expression “bird brain” was an inappropriate sobriquet for the winged subjects of his tome.

It was not as though he should have felt compelled in retirement to keep the Burt name active in the academic community or public limelight. After all, his son, Ben Burt Sr., was already making a name for himself as professor of chemistry at Syracuse University. And his grandson, Ben Burt Jr., has garnered four Oscars for sound design on an impressive list of films, including *Star Wars*, *The Empire Strikes Back*, *Raiders of the Lost Ark*, *Willow* and *Indiana Jones: The Last Crusade*.

I asked the elder Burt if his grandson shared the interest in birds that he and Ben Sr. possess.

“Not very much,” he said, laughing, “unless the birds make sounds.” Ben Jr. has taken the call of gulls and terns and by tinkering with the tape created an alien sound to use in his films.

Harold Burt said that his family would be coming to town for the Thursday celebration of his 100 years. Because he tires so easily, he said he hoped no one would make a big deal of it. Someone already has.

In a life flush with achievements, Burt has recently been honored again through a remarkable 100th birthday present.

Years ago at Ohio State, one of Burt’s prize students was a young fellow named Frank Stanton. Burt was not only teacher and mentor to Stanton, he also sprang for a personal loan that probably helped keep the student in school.

Stanton, of course, went on to become president of CBS. Now retired, he and his wife, Ruth, decided to do something special for Burt’s special day. With a gift of \$1.25 million to Ohio State, they have endowed the Harold E. Burt Chair in industrial psychology.

“I was overwhelmed,” Burt admitted. “When I learned about it, I wrote him and expressed my appreciation.”

Aware that Stanton was turning 82, Burt also sent a birthday greeting.

“I told him to get ready for the next 18 years,” he said, smiling.

And what sort of person does Burt want to occupy that chair?

“Just a good professor doing what good professors do,” he said. “A good teacher.”

A Harold Burt.

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Summary of SIOP Panel Discussion: "Psychology on Trial: Legitimacy of Statistical Testimony in Title VII Cases"

Charmine E. J. Hartel and Jeanette N. Cleveland
Colorado State University

The purpose of the panel was to discuss the role of the I/O psychologist in providing expert testimony in Title VII cases. The interpretation of Title VII through the *Griggs vs. Duke Power Company* decision has remained, until recently, virtually unchallenged for nearly 20 years. As a result, the role of expert statistical testimony by I/O psychologists has flourished. However, several recent court decisions (described in previous TIP issues) suggest that the role of I/O psychologists in Title VII cases may be changing. The goals of the panel were to address three issues regarding the law and I/O psychology: (1) has I/O expert testimony helped or hindered its constituents (e.g., plaintiffs, defendants, the psychology and legal profession, society); (2) the impact of recent court decisions such as *Wards Cove* on the role of I/O psychology in the courtroom; and (3) the future role of statistical expert testimony.

The panel featured incoming SIOP president, Frank Landy (Pennsylvania State University), Labor Relations Professor Ray Hogler (Colorado State University), and Defense Attorney Terence G. Connor (Morgan, Lewis, & Bockius). Ray Hogler argued that the law and psychology should remain separate while Frank Landy identified why I/O psychologists are a proper and beneficial part of the legal process. Terence Connor reported on the current utilization of I/O psychologists as experts and commented on the future of such testimony.

Ray Hogler opened the discussion and stated that the *Griggs vs. Duke Power* Supreme Court decision was an erroneous interpretation of Title VII. Prior to *Griggs*, it was necessary to show employer *intent* to discriminate in employment decisions. Under the *Griggs* decision, the employer's *intent* was ruled irrelevant; rather, employers were compelled to show "business necessity" or job relatedness of personnel procedures having adverse impact on protected classes. The recent *Wards Cove* decision, Hogler said, effectively overrules *Griggs* on important points and will serve only to create more confusion, uncertainty, and litigation. According to Hogler, the legal system is best at determining intent, not technical issues such as job relatedness. On the other hand, the I/O

psychologist is skilled in developing and evaluating methods of assessment and work measurement. Hogler contends these two aspects of employee selection (intent and assessment) should be dealt with in their respective arenas.

Hogler further stated that the objective of Title VII was to achieve economic equality. He argued that according to recent detailed studies, the goal of equality has not been achieved, and because it cannot be achieved through judicial means, a new approach is needed. He proposed political solutions such as tax credits and economic incentives for companies that hire and promote minorities. He suggested that I/O psychologists would more properly serve their discipline and social-political needs by helping employers hire, train, and retain minorities, rather than by defending employers in Title VII cases.

Frank Landy discussed the characteristics of the I/O psychologist that uniquely qualify him/her as an expert witness. His discussion was based on the assumptions that the I/O psychologist is well trained, represents a body of knowledge rather than a particular client, and seeks truth not justice. Landy defended the role of I/O psychologists in Title VII cases. He pointed out the contributions of the field and, contradictory to Hogler, that I/O psychology can help the law fulfill its objectives. He noted that psychologists have illuminated the concepts of reliability and validity, clarified inference-making and limits to generalizability, defined abilities and their relationship to behavior, and introduced the scientific method into the legal process. Further, Landy noted that psychologists are able to design studies that can eliminate alternate explanations for phenomena. He argued that this method represents logical reasoning at its best. The drawbacks of psychologists in the courtroom, according to Landy, are their skepticism and reticence in drawing unqualified conclusions, answering questions not asked, their criticism of non-scientists and non-empirical methods, and the artificiality of some of their experiments. He also disagreed with Hogler's assessment of current legislation. Landy cited a number of cases that support the lower courts' understanding of the *Wards Cove* language and indicated that there had been no inconsistencies in its application.

Terence Connor illustrated the role of the I/O psychologist as expert witness based on his personal experience as a trial attorney. He remarked that a solid expert witness can change the course of the case. While other witnesses relate anecdotal evidence, psychologists can quantitatively summarize years of employment decisions and trends, clarifying the complicated patterns involved. He urged psychologists to maintain their scientific integrity and not allow the case to dictate the scientific result. In this way, Connor said, the psychologist is really working for the court not the client.

While Hogler argued that the question of discrimination should be dealt with politically, not legally or scientifically, Landy and Connor felt psychologists add substance to the legal process. Both Landy and Connor predicted increased involvement of the I/O psychologist as expert witness. Landy speculated that a theory of discrimination for plaintiffs based on content and construct frameworks would be needed, that psychologists would work for the courts, that there would be increased emphasis on design and analysis, and that I/O psychologists would educate lawyers and judges. Connor stated that the pending Kennedy legislation would not diminish the contribution of the I/O psychologist. He did, however, suggest that the new legislation might cause the role of I/O psychologists to vary from case to case.

In sum, the views presented by the panelists reflect little consensus among lawyers regarding the value of I/O psychologists as expert witnesses. Some legal scholars, like Ray Hogler, feel the use of I/O psychologists in expert testimony is not legitimate and hinders progress towards the law's goal of economic equality. The opposing position, reflected by Landy and Connor, is that I/O psychologists have contributed to the legal system and will continue to do so in the future.

New TIP Department:

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How Difficult Is It to Conduct a Validation Study?¹

Lance W. Seberhagen²
Seberhagen & Associates

Why has the Supreme Court said in *Watson v. Ft. Worth Bank* (1988) and *Wards Cove v. Atonio* (1989) that evidence other than "formal validation studies" may be used to justify employee selection procedures that have adverse impact? One major reason is that employers have convinced the Supreme Court that validation studies are so complicated, time-consuming, and expensive that they are impractical for most employers to do, leaving employers no choice but to use quota hiring to eliminate adverse impact.

Who is Qualified to Conduct a Validation Study?

According to the amicus brief submitted by the Equal Employment Advisory Council (1987, note 15) to the Supreme Court in *Watson*, there are only 1,500 people in the United States who are qualified to conduct a validation study. These are the 1,500 members of the American Psychological Association who are members of *both* APA Division 5 (Evaluation, Measurement, and Statistics) and APA Division 14 (Society for Industrial and Organizational Psychology). The EEAC argued that the *Uniform Guidelines on Employee Selection Procedures* (EEOC/CSC/DOL/DOJ, 1978) cover about 666,000 employers and 49,000 different job classifications. Therefore, the 1,500 qualified psychologists would have an impossible workload if the Court required formal validation studies whenever a selection procedure had adverse impact. Similar arguments were also included in the amicus brief submitted jointly by the American Society for Personnel Administration, the International Personnel Management Association, and the Employment Management Association in the same case.

The employer groups above obviously did not conduct a validation study to determine the minimum qualifications needed to conduct a validation study. Based on my experience, I would say that many thousands of people in the United States have been conducting competent validation studies without having a Ph.D., being a member of APA, or being a member of APA Divisions 5 and 14. The basic minimum qualifications that I would recommend for a Testing Specialist would be

¹This paper is an updated and expanded version of an article published by the author in the April 1990 Newsletter of the Personnel Testing Council of Metropolitan Washington.

²Send correspondence regarding this paper to Lance Seberhagen, Seberhagen & Associates, 9021 Trailridge Court, Vienna, VA 22182.

a master's degree in industrial/organizational psychology, or a related field, plus two years of experience in employment testing. This person should be competent to conduct at least 90% of all validation studies, leaving the most complex studies to higher-level experts. Moreover, a Testing Specialist does not have to do all the work. The most efficient way to conduct a validation study is to have a Testing Specialist supervise a research team, with delegation of various tasks (e.g., job analysis, test item writing, statistical analysis) to research assistants with more limited training and experience in test validation.

How Much Does a Validation Study Cost?

In their amicus briefs in *Watson*, employer groups told the Supreme Court that an employer cannot conduct a validation study for less than several hundred thousand dollars and more than one year of effort. Three publications most often cited to the Court are Gwartney et al. (1979), Lerner (1980), and Outerbridge (1979).

The 1979 law review article by James Gwartney, Professor of Economics at Florida State University, and his associates in the *Notre Dame Lawyer* said that a validation study normally costs from \$20,000 to \$100,000 for each employee characteristic measured and that a typical job would need to measure six characteristics. Gwartney and associates provided no basis for their cost estimates. Nevertheless, these estimates were quoted to the Supreme Court as though they were fact.

Barbara Lerner's 1980 article in *The Supreme Court Review*, 1979 quoted William A. Gorham, former Director of Personnel Research and Development at the U.S. Civil Service Commission (now U.S. Office of Personnel Management), in his November 1978 speech to the Personnel Testing Council of Metropolitan Washington, as saying that an adequate criterion validation study costs from \$100,000 to \$400,000 and takes about two years to complete. Lerner did not explain the basis for Gorham's estimates, but Outerbridge (1979) noted that her study was an extension of an earlier study of test validation costs that the U.S. Civil Service Commission had conducted for the inter-agency Equal Employment Opportunity Coordinating Council in 1975.

Alice Outerbridge's *A Survey of Test Validation Study Costs* (1979), published as a technical memorandum by the U.S. Office of Personnel Management, investigated the cost of 21 validation studies and found that the cost of a criterion-related validation study ranged from \$24,000 to \$673,000, while the cost of a content-oriented validation study ranged from \$8,000 to \$1,245,000. Of the 21 studies, 15 (71%) required more than one year to complete, and 13 (62%) required more than two years to complete. Outerbridge clearly stated that her survey was based on available data, did not provide a representative sample of studies, and

did not reflect typical or average costs of validation. Nevertheless, her survey results were still quoted to the Supreme Court as though they were from a scientific survey.

Table 1 presents the cost data from the three articles above, showing the data as reported and as converted to 1990 dollars, based on changes in the Consumer Price index. Taking the three articles together, the average cost of test validation is about \$650,000 per study in 1990 dollars. However, the cost per study is misleading because some studies contain more than one job and/or organization. The best cost indicator

Table 1
COST OF TEST VALIDATION **By Unit Cost**

Validation Study	Method	When Reported			March 1990 /b	
		Date	Total Cost	Unit Cost /a	Total Cost	Unit Cost /a
Gwartney, Asher, Haworth, & Haworth (1979)						
1. Complex Study, 6 KSAs (est.)	Not stated	1979	\$600,000	\$600,000	\$1,006,800	\$1,006,800
2. Simple Study, 6 KSAs (est.)	Not stated	1979	\$180,000	\$180,000	\$302,040	\$302,040
Lerner (1980)						
1. Complex Study (est.)	Criterion	1978	\$400,000	\$400,000	\$760,400	\$760,400
2. Simple Study (est.)	Criterion	1978	\$100,000	\$100,000	\$190,100	\$190,100
Outerbridge (1979)						
1. 3-Job Group	Criterion	1973	\$802,092	\$267,364	\$2,234,388	\$744,796
2. Customs Inspector	Criterion	1977	\$278,881	\$278,881	\$577,981	\$577,981
3. Soc Ins Claims Authorizer A	Criterion	1975	\$203,288	\$203,288	\$471,405	\$471,405
4. Transit Operator, 3 studies	Criterion	1979	\$667,021	\$222,340	\$1,119,261	\$373,087
5. Firefighter C	Criterion	1976	\$150,085	\$150,085	\$331,883	\$331,883
6. Internal Revenue Officer	Criterion	1977	\$152,000	\$152,000	\$315,020	\$315,020
7. Police E	Criterion	1973	\$70,000	\$70,000	\$194,999	\$194,999
8. Police A	Criterion	1978	\$98,532	\$98,532	\$187,309	\$187,309
9. Police C	Criterion	1972	\$61,500	\$61,500	\$186,234	\$186,234
10. Soc Ins Claims Authorizer B	Criterion	1977	\$52,084	\$52,084	\$107,944	\$107,944
11. Police D, 10-Govt	Criterion	1978	\$460,659	\$46,066	\$875,713	\$87,571
12. 5-Study Group	Criterion	1978	\$203,300	\$40,660	\$386,473	\$77,295
13. 6-Study Group	Criterion	1973	\$145,080	\$24,180	\$404,149	\$67,358
14. 43-Job Group, Military	Criterion	1977	\$672,827	\$4,728	\$1,394,434	\$9,799
15. 40-Job Group, Military	Criterion	1978	\$50,000	\$1,250	\$95,050	\$2,376
16. Firefighter B, Multi-Govt	Criterion	1972	\$64,700	N/A	\$195,925	N/A
17. Firefighter A	Crit/Content	1979	\$334,603	\$334,603	\$561,464	\$561,464
18. Police B	Crit/Content	1979	\$230,639	\$230,639	\$387,012	\$387,012
19. State Police /c	Content	1975	\$1,245,000	\$1,245,000	\$2,887,031	\$2,887,031
20. 46-Job Group	Content	1974	\$364,039	\$7,914	\$902,744	\$19,625
21. Clerical, Multi-Govt	Content	1976	\$105,000	N/A	\$232,187	N/A
Seberhagen (1990)						
1. PH/ASPA Survey	Not stated	1975	\$5,000	\$5,000	\$11,595	\$11,595
2. 1-Org, 1-Job, Consultant (est.)	Criterion	1990	\$20,000	\$20,000	\$20,000	\$20,000
3. 1-Org, 1-Job, Internal (est.)	Criterion	1990	\$5,000	\$5,000	\$5,000	\$5,000
4. 1-Org, 1-Job, Consultant (est.)	Content	1990	\$10,000	\$10,000	\$10,000	\$10,000
5. 1-Org, 1-Job, Internal (est.)	Content	1990	\$2,500	\$2,500	\$2,500	\$2,500
6. Power Plant Op, 70 org, 5-job /d	Criterion	1981	\$1,500,000	\$8,571	\$2,053,650	\$11,735
7. Clerical, 20-org, 4-job	Criterion	1988	\$600,000	\$7,500	\$640,800	\$8,010
8. Entry Prof, 1-org, 115-job	Crit/Content	1990	\$700,000	\$6,087	\$700,000	\$6,087
9. Maint Jobs, 45-org, 27-job /d	Criterion	1982	\$1,500,000	\$2,469	\$1,977,900	\$3,256
10. 1-Org, 12,000-Job	VG/Meta	1983	\$5,000	\$0.42	\$6,353	\$0.53

a. Unit Cost = Cost per job per organization.

b. Adjusted for inflation, based on percentage change of CPI from completion date to March 1990.

c. Includes recruitment and test administration, as well as test research and development.

d. About 50% test use because each participating organization did not have all jobs included in study.

is *unit cost* (i.e., cost per job per organization), which is about \$430,000 in 1990 dollars.

It is hard to get accurate and complete data on the cost of test validation studies, but, in my opinion, the unit cost of a typical validation study in 1990 is much less than \$430,000. For starters, a 1975 survey of 1,339 employers by Prentice-Hall and the American Society for Personnel Administration, cited by Friedman and Williams in the National Academy of Sciences' 1982 report on *Ability Testing*, found that a typical validation study cost less than \$5,000 per job per organization, which translates to about \$11,595 in 1990 dollars, as shown in Table 1.

Of course, what is a "typical" validation study? We need to define the scope of work before we can put a price tag on it. From my experience, the most common type of validation study would be a content-oriented validation study for a job having less than 100 job incumbents, all at one location, to develop a written multiple choice test of job knowledge and/or ability, and an oral exam. Criterion-related validation studies are far less common, but a typical study would be to investigate the validity of one or more commercially available written tests of cognitive ability and/or personality for performance criteria such as turnover, supervisory ratings, and work output for a job having over 100 job incumbents, probably at several locations. Adverse impact may exist in either type of validation study, but the studies would be conducted well before any litigation has occurred.

Some costs are properly allocated to the cost of a test validation study, while other costs are not. Proper costs include the salary and benefits of research staff, subject matter experts, and research participants, plus research-related expenses (e.g., travel, printing). I would not include the cost of persuading management to conduct a validation study or the cost of test administration after the test is put into operational use. Nor would I include any costs that the organization would normally incur if no validation study were conducted (e.g., measurement of employee turnover and work performance). All cost estimates should assume reasonable efficiency and should, of course, avoid exaggerated, Hollywood-style accounting practices.

My estimate of the unit cost of a typical content-oriented validation study would be about \$10,000 for an outside consultant and \$2,500 for internal staff. My estimate of the unit cost of a typical criterion-related validation study would be about \$20,000 for an outside consultant and \$5,000 for internal staff. Both types of studies can be completed within 1-3 months. Outside consultants cost more because they normally perform one-shot studies and have to learn the organization from scratch. Internal staff already know the organization and can set up an on-going program of test development and validation to achieve many economies

of scale.

Table 1 also shows some good examples for low cost validation studies. In four large-scale studies for which I have reasonably hard data, sophisticated test batteries were developed by criterion-related validation at a cost of \$3,256 to \$11,735 per job per organization in 1990 dollars. My "world record" for the least expensive validation study goes to Hunter (1983a) for his meta-analysis type of validity generalization study in which a test was validated for 12,000 jobs at a 1990 cost of only \$0.53 per job. The \$0.53 per job does not include the cost of the 515 validation studies that provided the basis of the meta-analysis, but those studies were already "bought and paid for" prior to the meta-analysis, and the meta-analysis extended the validity of the test to 12,000 new jobs.

Another factor to consider is that employment tests do not have to be revalidated every year but only when there is a meaningful change in job requirements. Most employment tests have a useful life of at least 3-5 years. Therefore, the cost of test validation can be amortized over a number of years, effectively reducing the annual cost.

Many lawyers think of test validation studies as just a bunch of paperwork that benefits no one but the psychologists. I can see how some defense attorneys could think that way, but when proper validation studies are done, test validation becomes an "investment," rather than a cost, because the selection of more capable employees will result in higher efficiency and productivity for the organization. The cost of test validation is normally insignificant compared to the benefits received, and these benefits continue for each year that the test is used—and beyond, to the extent that employees selected by the test remain on the job. For example, Hunter (1983b) estimated that if the U.S. Employment Service made optimal use of the General Aptitude Test Battery in making its four million placements per year, the potential increase in work force productivity would be \$79.36 billion per year (\$100.83 billion in 1990 dollars.)

The initial cost of test validation can be high for large and complicated studies, particularly when a lot of lawyers get involved, but those studies are certainly not typical. Validation studies are practical to conduct for most employers, and I hope the Supreme Court gets better advice from its friends the next time that it asks how difficult it is to conduct a validation study.

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CORRECTIONS TO:

GRADUATE TRAINING PROGRAMS IN INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY AND ORGANIZATIONAL BEHAVIOR

The Society recently completed a survey of graduate training programs and sent them to all members, participating programs, and all undergraduate and graduate psychology programs in the U.S. We have already received a variety of requests for corrections and additions to the publication. We currently have printed a number of the booklets but plan to add a sheet that makes corrections and adds programs that may have been missed. We will also publish (in a future edition of **TIP**) these corrections and additions.

If you have changes that need to be made or a program that was overlooked, please contact **Ronald G. Downey, Planning and Evaluation Services, 215 Fairchild, Kansas State University, Manhattan, KS 66506. Tel: 913-532-5712**. Please pass this on to any other programs or people who may need this information.

The Scientist-Practitioner Model is Not Enough

Joel Lefkowitz
Baruch College and the Graduate Center, C.U.N.Y.

Industrial-Organizational Psychology has contributed relatively little to the understanding and amelioration of important individual and social-psychological problems, even though many of these problems impact organizational effectiveness. Such issues include individual psychosocial and familial consequences of frequent geographic job transfers and early mandatory retirement, ethnocentrism and racial prejudice (e.g., during 1971-1986 only about 1.5% of published organizational research concerned racial or ethnic issues, and over half of that was restricted to selection [Cox, 1990]), cross-cultural aspects of the definition and manifestations of "intelligence," effects of aging on work performance, determinants and consequences of career "burnout" and "mid-life crises," functional illiteracy in the work force, etc.

Even less have we as a profession contributed systematically to national debates regarding ethical and social policy issues which, although arguably not within the domain of I/O Psychology, are at least indirectly related to it by virtue of their implications for employee and/or organizational functioning. Wouldn't one expect a field comprised of applied psychologists with a concern for individual and organizational health to display more understanding of and concern for the following than does the average educated citizen?: consequences of pre-school day-care programs, and the problems of employees with "latchkey children" (by 1985 almost 50% of all children under six had mothers who were in the labor force [Collins, 1987] and by 1987 51% of new mothers were back in the job market within a year of giving birth [N. Y. Times, 1988]); consequences of "deinstitutionalizing" and hiring, under conditions of "supported employment," the mentally, physically, and/or emotionally handicapped (cf. Kilborn, 1990a); causes and control of employee theft and sabotage; effectiveness and implications of mandatory drug-, lie-detector, and "integrity" testing of employees and applicants; determinants of, disincentives to, and consequences of employee "whistle blowing;" sources and effects of environmental workplace stressors, and their remediation (e.g. continuous VDT operation, 24 hour shift work) (48% of all workplace injuries in 1988 involved "repetitive motion disorders"—which are a function of task and workspace design [Kilborn, 1989]); and the record number of violations by business during 1989 of the child labor laws (Kilborn, 1990b).

Moreover, shouldn't the nature of our concern reflect the psychologist's obligation to promote human welfare, rather than reflect primarily an employer's frequently more parochial point of view? For example, the only systematic response by our profession of which I am aware to the serious lack of literacy in the United States and its effects on employment seems to be in the context of personnel (de-) selection—how best to test for such in order to not hire those who are apparently insufficiently literate (cf. Personnel Testing Council of Southern California, 1988).

This characterization of our field—as essentially management oriented—is certainly not new. Almost a generation ago we were criticized (accurately) as focused almost exclusively on management concerns rather than on scientific or theoretical issues, and on the mere application of psychological knowledge rather than on generating new insights. In many respects it was a reaction to those attributes that contributed to the development in the mid-1960s of the emergent interdisciplinary field of "Organizational Behavior" (cf. Pugh, 1966, 1969).

A managerial bias seems to have characterized the field for much of its existence: Stagner (1982) points out that even Munsterberg, in 1913, indicated that the problems of his profession were defined by managers. Indeed, "management," rather than scientific accomplishment or social contribution is what many of us aspire to ourselves, as an indication of "success" (Greller, 1984). Our adoption of management values is not without potentially adverse consequences:

The ethics of psychology and the ethics of business are not usually congruent. . . . Often one senses that the psychologist in the business world about whom a [n ethical] complaint is received may have become a servant of power or may have lost some focus on human values to those of productivity and the company (Keith-Spiegel & Koocher, 1985, p. 333).

The point of view presented here is not merely that this managerial/business orientation has been both long-standing and pervasive in its effects—affecting the nature of our professional practice, the focus of our research, our choice of personal goals and aspirations, and our (lack of) social concerns. It is argued here that we have failed to recognize fully this value bias, to acknowledge its negative consequences, or to heed those among us who in the past have pointed out those consequences (cf. Nord, 1982; Stagner, 1982), in large part because *I/O Psychology has adopted for guidance an incomplete model of values*.

The model that guides us is that of the "Scientist-Practitioner" which was developed at the now-famous (or infamous; at least "historical") Boulder Conference more than forty years ago (Raimy, 1950). Many I/O Psychologists seem to be unaware (or have forgotten) that the Boulder

conference was concerned with training in *Clinical Psychology*. As such, the Scientist-Practitioner model evolved out of concerns regarding clinical training: specifically, that practicing clinicians should remain (also) as scientists and researchers.¹

In that original context the model was, in my opinion apropos, because it accurately reflects mainstream psychology's "two cultures" of science and humanism (cf. Kimble, 1984). It was reasonable to equate clinical practice—a helping profession—with the values of humanism, and so focus on the putative neglect of the scientific enterprise. The continuing tension between these two value systems has remained a reasonably accurate model for understanding a variety of professional concerns in the clinical context. Similarly, the S-P Model was a useful point of reference a generation ago in changing the course of I/O Psychology from an atheoretical *practitioner* discipline dominated by a management orientation to one grounded more firmly in social and behavioral *science*.

But it was not appropriate and remains, in my opinion, inaccurate to similarly equate I/O practice (as was done re clinical practice) with the values of humanism. In the case of I/O Psychology the "practitioner" portion of the S-P Model does not, for the most part, encompass the social/humanistic concerns that are part of the heritage of psychology and part of our professional/ethical obligations.² Thus, for I/O Psychology the S-P Model is incomplete. This is not to say, of course, that the practice of I/O Psychology is devoid of humanistic values. My point is not that *no* I/O Psychologists have contributed to the study of social problems such as are mentioned at the beginning of this article, or to efforts at their solution—that is demonstrably untrue—but that *their endeavors are conditioned little by virtue of their being I/O Psychologists*. Any given I/O practitioner is apt to be characterized as having a highly salient social-humanistic orientation to the extent that he or she is infused with that portion of the traditional value system of psychology, or brings those personal values to his professional life. S/he is not likely to have acquired such values through a process of socialization while occupying a corporate "internship" (and perhaps not during his or her graduate education, either).

There would seem to be little doubt that the dominant value system of formal task-oriented social organizations (especially large, hierarchical,

¹It is, of course, beyond the scope and intent of this article to comment on either the extent to which the model has been implemented successfully by our clinical colleagues, or the extent to which commercial/business values may also be salient among clinicians.

²The *Ethical Principles of Psychologists* commit us to "utilization of [our] knowledge for the promotion of human welfare. . . and concern for the best interests of clients . . . and society." (APA, 1981; emphasis added).

private sector corporations) is one that may be characterized essentially as pragmatic, economic, utilitarian and/or productive. (We can use the term Economic as representative of the whole.) There would similarly seem to be little doubt that we, as a profession, have enthusiastically embraced this set of values under the "practitioner" rubric of the S-P Model.³

This article should not be (mis)interpreted as a plea to eliminate from our ideal that pragmatic/economic value system that does, after all, despite its many aberrations, contribute to effective organizational functioning and widespread economic well-being. However, to conceive of many of the professional difficulties which may characterize our field as representing a dialectic of only scientist-practitioner tensions underestimates their complexity. A strict use of only economic concerns in explicit or implicit cost/benefit analyses (especially when the level of analysis is restricted to the single organization) may at times be at odds not only with good behavioral science, but also with (frequently less-well-delineated) dimensions of individual and social well-being. A similar point has been made by Leona Tyler (1986) in the context of considering the continued unqualified use of cognitive ability tests for personnel selection:

Perhaps what we need to do is to rethink our concepts of productivity and equality. Instead of trying to maximize productivity in each separate industry, business, and government department, we should consider the problem of maximizing productivity in the society as a whole. Can we have a productive society if one-twelfth of its members make no contribution . . . ? Cannot we conceive of a society in which each individual member makes a *qualitatively* different contribution, thus increasing the productivity of the whole? Such questions challenge . . . psychologists . . . to develop new techniques, new patterns of organization (p. 488).

And I would add that our profession is unlikely to take on that challenge unless we perceive it as necessary and legitimate. That, in turn, may require an expansion of our values model beyond the confines of scientific and economic concerns. But it is possible: in a distinct, if not unique, example of how our work can reflect *both* economic and social values, it has been demonstrated that compromise selection referral systems are possible which simultaneously satisfy concerns for minority employment, test validity, and fairness—if one is willing to relinquish the exclusive status afforded to economic values (cf. Cascio, Outtz, Zedeck, & Goldstein, *n.d.*).

³Rational economic analyses are not, of course, the sole basis on which organizational decisions are made. Consequently, our functioning as "practitioners" also sometimes involves emotional, political, and/or self-serving determinants.

I/O Psychology needs to give more explicit, systematic, and perhaps formal recognition to the triarchy of value concerns—scientific, humanistic, economic—whose mutual contradictions give rise to many professional and ethical dilemmas and omissions. Failure to do so has contributed to our having largely ignored the sorts of problems and issues noted earlier, even when they have considerable relevance for improved organizational functioning.

The interface of social-humanistic concerns with the Scientist portion of our value system may be relatively benign as our research choices are (or can be) largely volitional, and only secondarily a matter of corporate funding and support. On the other hand, it may be a considerably more difficult enterprise to infuse such concerns into the Practitioner portion of our discipline given its almost-exclusively utilitarian requirements. It is here that reconceptualizations such as alluded to by Tyler, and explicit "compromises" of the sort noted earlier may be necessary. But the time has come for us to acknowledge that the S-P Model needs to be replaced by a Scientist-Practitioner-Humanist Model.

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In Memory of Ernest J. McCormick (1911-1990)

P. Richard Jeanneret
Jeanneret & Associates, Inc.

Ernest J. McCormick, Professor Emeritus of Psychology, Purdue University, and the President of PAQ Services, Inc., passed away February 9, 1990. Born in Indianapolis, he grew up in Ohio and graduated from Ohio Wesleyan University in June 1933. After working in a textile mill and as a statistician with the Cotton Garment Code Authority, he joined the Department of Labor as Chief, Planning Unit, Job Analysis and Information Section, Division of Standards and Research. His initial responsibility was to develop a job classification and code structure for use by federal agencies, which in time became the *Dictionary of Occupational Titles*.

Dr. McCormick was hired in 1939 by the Bureau of the Census to develop the index of occupational titles to code the 1940 Census. Next he was asked to collect data on the "critical skills" of men in the labor force who were registered with the Selective Service System responsible for the military draft. Subsequently, he received a direct commission as Lt. J. G. from the U.S. Navy to manage a personnel system that would fill Navy positions requiring "special qualifications."

In 1945, Dr. McCormick became ill with polio, and he retired from the Navy as a Lt. Commander. In 1946, he entered the Industrial Psychology program at Purdue University, receiving an M.S. in 1947 and a Ph.D. in 1948. In 1948, he joined the faculty of Purdue until retirement in 1977. In 1974, he co-founded PAQ Services, Inc., and served continuously as President.

Dr. McCormick was a Fellow of APA and member of Divisions 14, 19, and 21. He was one of two persons in the U.S. named an Honorary Fellow of the Ergonomics Society of Great Britain; he also was a Fellow of the Human Factors Society and a Diplomate of the American Board of Examiners in Professional Psychology. He served on advisory boards, numerous committees and panels, and participated in conferences and as a lecturer during his entire career. His professional contributions are many, and his reputation took him throughout the world. As a teacher and mentor, he has influenced the profession and personal lives of students for more than four decades.

Dr. McCormick's major publications include: *Industrial Psychology*, now in its eighth edition; *Human Factors in Engineering and Design*, now in its sixth edition; and *Job Analysis: Methods and Applications*. He also authored chapters in various personnel textbooks, manuals, and

innumerable journal articles and technical reports. He co-authored the *Position Analysis Questionnaire* published in 1969 and remained active in its research and development until his death. In 1964, he received the James McKeen Cattell Award; in 1966, the Franklin V. Taylor Award for outstanding contributions to the field of engineering psychology; and in 1972, the Paul M. Fitts Award for the Human Factors Society for outstanding contributions to human factors education.

His achievements perhaps were best recognized in 1986 when he received the Distinguished Scientific Contribution Award from the Society of Industrial and Organizational Psychology, the citation for which reads in part, "Dr. McCormick's career is a model of excellence in research, integrity in practice, and strength in personal character. His independence and persistence in conducting research on job analysis, a topic that was pedestrian and stagnant and which many people still consider to be unglamorous, is a single service, a distinguished contribution."

Dr. McCormick is survived by his wife of 54 years, Emily; two daughters, Wynne and Jan; and his brother, Bill. He will be sorely missed. He was a valued mentor and colleague, and a treasured friend.

The Ernest J. McCormick Scholarship Fund
is being established by the
Department of Psychological Sciences,
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NEW PUBLICATION SCHEDULE FOR TIP

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Undergraduate Course Offerings in I/O Psychology

Carnot E. Nelson, Michael T. Brannick, and Sandra Sibson
University of South Florida

We are amazed by the number of applicants to our graduate program in industrial and organizational psychology who have never had a course in I/O. Many of our applicants (and some of our incoming graduate students) have very little idea of what I/O psychologists do. A very capable student quit our doctoral program because the student entered the program innocent of I/O, and discovered that as her knowledge of I/O grew, her interest withered. In addition, we are probably losing many valuable potential I/O psychologists because they never become acquainted with the field.

Such concerns led the SIOP Education and Training Committee to begin to examine the undergraduate course offerings in I/O psychology. On the E & T Committee's behalf, we asked colleges offering degrees in psychology about their undergraduate course offerings in industrial and organizational psychology. We were trying to discover the frequency of offering such courses, the number of students enrolled in such courses, the contents of the courses, and the willingness of faculty to share strategy and tactics of teaching industrial and organizational psychology to undergraduates.

Method

Frame and Sample

We attempted to survey all schools which offered M.A. (M.S.) and PhD degrees in industrial and organizational psychology. In addition, we selected a systematic sample of schools offering B.A. (B.S.) degrees, but which did not offer higher degrees in industrial and organizational psychology, although they may have offered other graduate psychology degrees.

The sources for the frame were the *Index of majors 1988-1989* (11th ed.), published by the College Entrance Examination Board, *The college blue book* (21st ed.), published by MacMillan, *Graduate study in psychology and associated fields* (1988 ed.), published by the American

This project was sponsored by the SIOP Education and Training Committee.

Psychological Association, the *Directory of graduate programs* (11th ed.), published by Educational Testing Service, and *Peterson's guide to graduate programs in the humanities and social sciences* (23rd ed.), published by Peterson's Guides, Inc.

Two lists were compiled from the above mentioned sources. One list contained any program listed in any source as having a graduate degree in industrial and organizational psychology. The other list contained programs offering a B.A. in psychology, but no advanced degree in industrial and organizational psychology. All graduate programs were sent surveys. A systematic sample of every sixth undergraduate school was sent a survey. Surveys were sent to 313 bachelor of arts programs, 43 masters only programs, and 54 doctoral programs.

Survey

We asked two main groups of questions. First we asked about the number of courses in I/O, the number of sections of each course offered per year, typical enrollment per section, the number of psychology majors, and whether the program offered a formal practicum in I/O for undergraduates. The second group of questions was a checklist of topics covered in I/O courses. We compiled a list of topics from textbooks and our knowledge of topics in I/O. There were 39 topics listed, and space to write in omitted topics. Finally, we asked the respondents whether they were willing to share materials or present ideas as part of a symposium on the teaching of I/O to undergraduates.

Results and Discussion

The response rates were 30.35, 65.12, and 51.85 percent for BA, MA, and PhD programs, respectively. The overall response rate for the survey was 45.12 percent.

Course Availability

The first purpose of the survey was to estimate the availability of courses in industrial and organizational psychology to undergraduates. Table 1 shows the percentage of schools offering various numbers of I/O courses by type of degree offered. Those school offering advanced degrees in I/O generally offered at least one undergraduate course in I/O. Of those departments offering a bachelor's degree in psychology (no higher degrees in I/O), approximately 73 percent offered one or more classes in industrial and organizational psychology. The survey results suggest that such courses may be more widely available than we had thought. Our sample may, of course, be rather biased because programs which offer no instruction in I/O may have been less likely to return the survey.

The survey asked for the number of sections of each class per year, and the typical enrollment per section. From these figures, it is possible to compute the total number of students per year exposed to any kind of I/O course. The average number of students per year given any exposure to I/O in our sample was 132.88. The average number of psychology majors in our sample was 289.27.

Without actually tracking students or going through computer records, it is impossible to say how many psychology majors in departments which offer I/O courses actually take at least one I/O course. The number of students per year divided by the number of psychology majors may give a crude approximation of the percentage of majors who get some exposure to I/O. The average of this ratio in our sample was .46, which would suggest somewhere around half of the psychology majors take at least one I/O course.

While many, perhaps half, of psychology majors are exposed to courses in I/O, the average number of students exposed to I/O per year in schools which offer such classes was about 133 students per year. This number is a tiny fraction of students attending the schools in the survey. This suggests that college students who have not gained exposure to I/O through introductory psychology or applied psychology will probably never hear of I/O during their matriculation. Even though students may have taken a general introduction to psychology, they may not have been introduced to I/O. Many introductory texts have little or no coverage of I/O (Turnage, 1988). Turnage (1988) provided evaluations of coverage of I/O in many introductory texts. Such evaluations provide a basis for selecting introductory texts which will introduce students to I/O.

It may not be easy to persuade colleagues to adopt texts which do cover I/O psychology for introductory courses. Thayer's (1988) article "Some things non-I/O psychologists should know about I/O psychology" clearly indicated that I/O psychologists' work is often ignored or misunderstood by academic colleagues. However, in the same article, Thayer presents arguments useful in showing the links between

TABLE 1
Percentage and Frequency of Course Offerings by Type of Degree

Type of Degree	Percentage Number of Courses					N
	0	1	2	3	4+	
B.A.	27	59	6	5	2	95
M.A.	0	39	29	11	21	28
Ph.D.	7	21	14	25	32	28

I/O psychology and differential, developmental, social and experimental psychology. Thayer's essay may be helpful in persuading others to adopt introductory texts which cover I/O.

Course Contents

A second purpose of the survey was to examine the contents of courses in I/O. An examination of the results showed that schools that offer no graduate degrees in I/O tend to offer only the introductory I/O course, while schools with higher degrees in I/O offer a greater variety of courses

TABLE 2

Percentages of Topics Covered in Three Courses

Topic	I/O	Ind	Org
1. History of I/O	94	70	46
2. Careers in I/O	85	61	41
3. Research Design	76	72	56
4. Reliability & Validity	90	96	27
5. Employee Motivation	100	53	93
6. Job Satisfaction	100	53	85
7. Job Enrichment	95	49	80
8. Other attitudes	58	20	76
9. Communication	65	13	88
10. Decision making	67	29	90
11. Group Processes	70	9	95
12. Leadership	92	25	93
13. Conflict Management	29	7	73
14. Power and Politics	28	9	83
15. Organizational Theory	74	11	76
16. Organization Design	48	7	78
17. Organization Development	56	7	80
18. Organization Change	49	5	80
19. Job Analysis	86	95	7
20. Job Design	60	61	29
21. Performance Appraisal	93	93	12
22. Personnel Selection	92	98	2
23. Predictors	83	86	5
24. Criteria	80	89	12
25. Recruiting	55	61	5
26. Utility Analysis	31	59	0
27. EEO and Fairness	87	93	27
28. Training Design & Eval	69	68	12
29. Training Methods	72	70	10
30. Career Development	30	16	41
31. Work Environment	71	36	48
32. Human Factors	56	39	12
33. Union/Management Negot	28	18	32
34. Employee Safety	48	25	10
35. Stress	66	30	66
36. Clinical Industrial (EAP)	20	7	20
37. Consumer Psychology	27	14	5
38. Physical & Mental Health	28	14	29
39. Work and Family	27	7	20

about I/O. This is not terribly surprising because schools that offer higher degrees in I/O tend to have several I/O psychologists on the faculty.

The responses about course contents of particular courses can be used for curriculum development by those currently teaching I/O and those who wish to develop such courses. There were a total of 35 different class offerings written in by the respondents. Of these, there were three classes frequently offered: Industrial/organizational (91 offerings), industrial (48 offerings), and organization (45 offerings).

Table 2 shows percentages of topics covered in the I/O, industrial, and organizational courses. The table shows, for example, that 94 percent of the courses in I/O cover the history of I/O, while 0 percent of the courses in organizational psychology cover utility analysis. As can be seen in Table 2, the typical I/O course covers most of the topics listed. The industrial course and the organizational course are both more limited in scope.

About 30 percent of schools which offered classes in I/O also offered a formal practicum in I/O. This statistic raises questions about the purpose of training at the undergraduate level. One of the survey respondents referred to a symposium on the teaching of I/O psychology to undergraduates, and said that some panel members were strongly against teaching I/O at the undergraduate level. We think the purpose of undergraduate training in I/O is an issue worthy of SIOP's further consideration.

Of final note, we were delighted to find that over 40 percent of survey respondents indicated an interest in sharing ideas about teaching industrial and organizational psychology to undergraduates. Thus it appears there is substantial interest in pursuing undergraduate level instruction in industrial and organizational psychology. Sharing our ideas, materials, and strategies for teaching I/O should result in better I/O courses, and ultimately in giving more students clearer ideas about careers in I/O.

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Vantage 2000: The Challenge for I/O Psychology

Kurt Kraiger

University of Colorado at Denver

Overview

Industrial and educational experts agree that the next 10 years will bring wide-sweeping changes to the American workplace. Among these changes are jobs which will become more technologically-demanding and a work-force which will be increasingly diverse *and* lacking in the skills necessary to fill the available jobs. Neal Schmitt spoke to these trends in his presidential address at April's Society meeting in Miami, and discussed the resulting theoretical and practical challenges to I/O psychologists. A similar theme was addressed in several roundtables later in the weekend.

This issue begins a regular forum for the exchange of ideas and options regarding the roles of I/O psychologists for meeting these challenges. In this issue, I will summarize some of the key points raised by *Workforce 2000* (Johnston & Packer, 1987), an important volume for understanding upcoming societal and industrial changes. Following a comment on this report, I will outline several plans I have for this column.

Changing Jobs and Workers

Workforce 2000 is a publication of the Hudson Institute, an economic think tank engaged by the government to identify important patterns affecting the American workplace and to recommend policies for high-level responses to these changes. Trends highlighted by the report include:

Economic Change and Growth. The Hudson Institute predicts that the U.S. economy will grow at a healthy rate, bolstered in part by a renewed interest in productivity, and movement away from manufacturing and towards service as the predominant American industry. Examples of high-growth service industries include health-provision, communications, and computers. It predicts that most of the new jobs, and nearly all of the new wealth created in the economy during this decade will be in the service industry.

Changing Demography in the Workforce. There will be pronounced changes in the demographic makeup of the workforce over the next 10 years. The rate of expansion of the available labor pool will slow, forcing organizations to make more careful (and more accurate) employment decisions in order to remain productive. As fewer younger workers enter

the labor force, the average age of the American work force will rise, and the pool of young workers (between the ages of 16 and 24) will decline. In the Institute's words, the anticipated effects of a graying workforce is one comprised of workers who will be more reliable and stable, but less likely to move, change occupations, or undertake retraining.

Only 15% of the entrants to the workforce between 1987 and 2000 will be native white males. The rest will be comprised of women, nonwhite Americans, and immigrants. The percentage of females in the workforce will reach 50% by the turn of the century. Again in the Institute's words, the resulting effects will be the growth of convenience industries (e.g., personal shoppers); and increased demands for flexible work hours, part-time work, and working out of the home.

The third demographic change will be the increasingly large proportion of nonwhite workers. Currently, nonwhites comprise only about 15% of the workforce. Between 1987 and 2000, nearly 30% of all new workers will be nonwhites. Up to 600,000 immigrants per year will enter the U.S. seeking work. These new workers will come from a wide array of ethnic groups.

Increasingly Complex Jobs. A third trend noted by the *Workforce 2000* report is that existing and new jobs will all demand increasingly higher skill levels from incumbents. One study projected that 41 percent of jobs in the year 2000 will require higher level language and reasoning skills, compared to only 21 percent of the existing ones (Feuer, 1987). The continued movement towards automation, robotics, and the use of the computers will require sophisticated designers and technicians, while the new service-oriented jobs will require incumbents to read and write, follow directions, and use basic math skills. The Institute notes that the combination of changing demographics and more skill-intensive jobs will create both higher unemployment (among the least-skilled) and lower unemployment (among the highly skilled).

Policy Issues

The task force cited a number of policy issues which were seen as critical to the formulation of a national response to the trends discussed above. Among those of most interest to I/O psychologists are:

- Acceleration of productivity increases in service industries
- Maintain the "dynamism" of an aging workforce (e.g., enhancing the adaptability or willingness to work of older workers)
- Reconcile the conflicting needs of women, work, and families
- Integrate minority workers more fully into the economy through "cultural changes" and educational and training investments
- Improve the educational preparation of all workers.

Comment

Neal Schmitt also noted many of these same trends and issues in his presidential address. He also discussed some of the anticipated impacts of America's growing illiteracy problem, a theme anticipated the previous year by Ann Howard in her presidential address. By some estimates, as many as 70% of American workers will be functionally illiterate by the year 2000. Neal emphasized that responses must be made by I/O psychologists at all levels of society, even at the local/community level with respect to grade school curricula and financial support for schools. Neal argued persuasively that problems created by these trends will be dealt with by someone. The challenge for us is to bring our training and knowledge to bear on the issues. John Campbell, in a roundtable he hosted with Cris Banks and myself, made the same point in somewhat different terms. He noted that the government has been funding and will continue to fund research which attempts to address problems of illiteracy, high-skill jobs, changing demography, etc. To date, few of these awards have gone to I/O psychologists, and this pattern will continue until we address ourselves to these issues.

The relevancy of these issues to I/O psychology should be clear. Several applications come to mind:

- * There have been calls for a broad-based effort to define basic skills required of all jobs (Carnevale, Gainer, & Meltzer, 1988). The product might be a document like the *Dictionary of Occupational Titles*, but one focused on KSAs. Job analysis is the answer.
- * Organizations faced with illiterate applicants will be forced to decide among altering selection standards, modifying training curricula, or redesigning jobs to match workers to job demands. Utility analysis can be applied to examine the cost effectiveness of alternatives.
- * Much of the Institute's predictions of outcomes of workgroup demographic change seems to be based on stereotypes of older workers, needs of female workers, etc. Sound research on these issues can substantially affect policy decisions over the next 10 years.

A Forum

It is clear that the changes to occur in the workplace in the coming decade present both challenges and opportunities for I/O psychologists. I intend to create a forum for the exchange of ideas and opinions regarding research and interventions which respond to these challenges. On my end, I intend to do the following: Monitor and summarize documents (government report, RFPs, etc.) from various sources which are relevant to research in this area, and solicit and edit relevant ideas, opinions, and work now underway. From your end, I would appreciate any of the

following: Brief summaries of research-in-progress related to the issues discussed above, descriptions of interventions intended to address issues of applicant illiteracy; dual career management, etc.; references or copies of relevant documents which are appropriate to this column. With the shorter lag-time and more flexible editorial requirements of **TIP**, it should be easier to share ideas and solutions. Please send contributions to **Kurt Kraiger** at the **Department of Psychology, Box 173, University of Colorado at Denver, 1200 Larimer Street, Denver, CO 80204**.

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Report on the 5th Annual I/O-OB Doctoral Student Consortium

Greg Dobbins

University of Tennessee

Bob Vance

Ohio State University

The Fifth Annual Industrial and Organizational Psychology and Organizational Behavior Doctoral Consortium was held on April 19, the day before the SIOP Annual conference. The sessions were held at the lovely Fontainebleau Hilton in Miami Beach.

Thirty-nine advanced graduate students attended the consortium. These students represented 14 graduate programs. Schools represented included: Iowa State University, Texas A&M University, University of Tennessee, University of Houston, University of Georgia, Georgia State University, Tulane University, University of Illinois, University of California-Berkeley, Michigan State University, Bowling Green State University, University of Illinois at Chicago, Arizona State University, and Stevens Institute of Technology.

The day's activities began with a breakfast and an opening address by **Mary Tenopyr**. Mary provided an informative and entertaining examination of the role of an I/O psychologist in a business setting. Students then divided into two groups, one of which was led by **Larry James** and the other by **Dianna Stone** and **Gene Stone**. Larry discussed cross-situational consistency in I/O psychology, while Dianna and Gene presented a model of privacy in organizations.

The students enjoyed an excellent lunch followed by remarks by **Bob Lord**. Bob provided insight into the publication process and a realistic job preview for academic positions. The participants then divided into two groups. **Karl Kuhnert** and **Mary Anne Lahey** discussed the results of a five-year program of research on job security, illustrating the issues facing new Ph.D.'s working in academic settings. **Elaine Pulakos** and **Wally Borman** described current research which they are conducting in performance appraisal.

In the final session, a panel was formed consisting of previous presenters and **Frank Landy**. Students' questions were then addressed by the panel. Numerous issues surfaced in the discussion, including licensing, tradeoffs associated with various types of jobs, internships, career development, and the publication process.

We would like to take this opportunity to thank all of the presenters. Their presentations were excellent and were extremely well received by students.

We are currently making plans for next year's doctoral consortium. The consortium will be held in St. Louis the day before SIOP. If you have any questions about the consortium or any suggestions for next year, please feel free to contact either **Greg Dobbins** or **Bob Vance**.

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Student Reactions to the 5th Annual I/O-OB Doctoral Student Consortium

Carolyn Lehr and Jeffrey Facticeau
University of Tennessee

The Fifth Annual Doctoral Consortium met with highly positive reviews from those students in attendance. This was evident from student reactions which were solicited at the end of the day's activities. Students responded to a survey which asked them to evaluate the individual sessions and the consortium in general. Survey items, among other things, asked students to indicate the extent to which the individual sessions were meaningful and interesting, the extent to which speakers were willing to respond to questions, and the extent to which the consortium was useful. Responses were made on 5-point Likert scales with 1 = "Strongly Disagree" and 5 = "Strongly Agree." Of the 39 students who participated in the consortium, completed surveys were received from 25. We would like to take the opportunity to share some of the students' specific reactions.

Overall, students reacted very favorably to the consortium. Of those who completed surveys, most agreed that all of the presentations were of high quality ($M = 4.26$). Furthermore, all respondents agreed that the consortium, on the whole, was very useful ($M = 4.39$). In addition, they felt that the consortium was well organized ($M = 4.6$) and conducted in a professional manner ($M = 4.78$). Finally, all of those who responded indicated that they would recommend that other students from their programs attend the consortium in the future ($M = 4.6$).

In addition to overall evaluations of the consortium, students evaluated the individual presentations. For the first presentation, **Dr. Mary Tenopyr** spoke of her professional experiences at AT&T. Dr. Tenopyr gave students useful advice for working effectively with and relating to colleagues in applied, organizational settings. Overwhelmingly, students enjoyed her presentation, particularly because she illustrated her points with meaningful examples.

After Dr. Tenopyr's talk, students had the choice of attending one of two concurrent morning sessions. In one session, **Drs. Dianna and Eugene Stone** discussed issues related to privacy in organizations. In the other session, **Dr. Larry James** discussed methods to assess cross situational consistency versus specificity of behavior and attitudes. Both of these sessions provided students with valuable information which is especially useful for those interested in establishing a program of produc-

tive research. Students responded favorably to both sessions. Specifically, they felt that the presentations greatly enhanced their knowledge.

At lunch, **Dr. Robert Lord** provided a candid discussion of the publication process based upon his professional experiences, both as a researcher and as Associate Editor for the **Journal of Applied Psychology**. Dr. Lord gave students a realistic preview of what they can expect after submitting a manuscript for publication in a research journal. Students greatly appreciated Dr. Lord's encouraging advice for dealing with the typical stumbling blocks encountered in this process.

Following Dr. Lord's presentation, students attended one of two afternoon sessions. **Dr. Karl Kuhnert** and **Dr. Mary Ann Lahey's** session focused upon early career issues which face new Ph.D.'s in academic settings. Concurrently, **Dr. Elaine Pulakos** and **Dr. Walter Borman** discussed their performance appraisal research which is being conducted in conjunction with the Army's Alpha project. Student reactions to both these sessions were again favorable. For example, they indicated that they enjoyed the stimulating discussions incorporated into the sessions, and that they found the speakers very willing to respond to their inquiries.

Finally, the consortium concluded with a panel discussion. This discussion was a new addition to the consortium which was established in response to student recommendations from previous years. The panel discussion provided students with a unique opportunity to seek advice from professionals with differing viewpoints on a number of important issues.

On behalf of the students who attended, we would like to thank **Dr. Greg Dobbins** and **Dr. Bob Vance** for organizing this year's consortium. We would also like to thank all of the presenters for their contributions, and especially **SIOP** for providing students this valuable opportunity. Student responses indicated that this was a very successful consortium, and that they look forward to this opportunity again in the future.

SIOP Calendar

SIOP Pre-APA Workshops— Boston	August 9, 1990
APA Annual Convention—Boston	August 10–14, 1990
TIP deadline for October issue	August 15, 1990

Iotas

Steve W. J. Kozlowski

The Society mounted yet another impressive conference in Miami Beach. They just keep getting better and better! Features in this issue of **TIP** celebrate the outstanding achievements of Society members recognized at the conference. They include **Harold Burt's** centennial birthday, Distinguished Award recipients—**Dick Jeanneret**, **Ed Lawler**, and **Paul Thayer**—and new Society fellows—**Joel Brockner**, **Miriam Erez**, **Gerald Ferris**, **Robert Folger**, **Richard Guzzo**, **Susan Jackson**, **Kevin Murphy**, **Dennis Organ**, and **Nambury Raju**. Congratulations to all! Kudos to all those who worked so hard to make the conference successful—**Ron Johnson** and the Conference Committee, **Elliott Pursell** and the Continuing Education and Workshop Committee, **Kevin Ford** and the Program Committee, and everyone else who was involved.

For those of you not able to attend the conference, here are some personal highlights: When **Neal Schmitt** introduced the Society's new president, **Frank Landy**, he noted that Frank's selection of I/O psychology as a career had a certain serendipitous quality to it. It seems that Frank and his advisor confused the developmental psychology program at Bowling Green, Kentucky, with Bowling Green, Ohio . . . the rest as they say is history. The most 'quotable quote' at the conference according to **Ben Schneider** was **Patricia Cain Smith's** retort to Ben's query, "How are you?" She replied, "Bits and pieces keep falling off, but I'm fine." Finally, a trivia quiz. Some of you film buffs may have seen the French feature *The Tall Blond Man with One Red Shoe*. At the conference, who was *The Tall Dark-haired Man with One Black Glove*? And why was his roommate smiling (in amusement)?

Movement on the job front: **John Howe**, Director of International Human Resources at ARCO Chemical, has repatriated to company headquarters at Newton Square, Pennsylvania, from Hong Kong where he was Director of Human Resources for the Asia Pacific region. **Keith B. Lykins** has become Survey Director for International Survey Research Corporation (ISR) in Chicago, IL. He was formerly with the Human Resources Research staff at BellSouth. **Terry W. Mitchell** recently left The Psychological Corporation to start his own consulting firm, MPORT Management Solutions in San Diego, CA.

George Graen reports several news updates at the University of Cincinnati (and elsewhere) this year: **Reginald Bruce** and **Ragan Karmath** joined the OB faculty this year; **George Graen** was named Executive

Director of the Center for the Enhancement of International Competitiveness; **Ralph Katerberg** was named Associate Dean for Academic Affairs at the CBA; **Hal Angle** will join the OB group in the fall as the Head of the Department of Management; **M. Wakabayashi** was appointed Head of his Department at Nagoya University; **Wakabayashi** and **Graen** will be collecting their 18-year follow-up data this summer in Japan; **T. Minami** from Keio University, one of George's former students, is a Visiting Professor at the University of Illinois; and the Graen's are expecting their third grandchild in late October 1990.

Doug Bray recently received an honorary degree from his alma mater, American International College, on the 50th anniversary of his graduation from the Springfield, Massachusetts institution. In presenting Doug with the degree of Doctor of Science at the school's graduation exercises, **Harry J. Courniotes**, President of AIC, cited Doug's long-term studies of managerial careers and his development of the assessment center method.

Gavriel Salvendy, NEC Professor of Industrial Engineering at Purdue University, has been elected a member of the United States Academy of Engineering in recognition of his "fundamental contributions to and professional leadership in human, physical, and cognitive aspects of engineering systems," according to the Academy.

Finally, the I/O psychology group at Michigan State University—**Kevin Ford**, **Dan Ilgen**, **Steve Kozlowski**, **Mike Lindell**, and **Neal Schmitt**—have pooled resources to acquire a FAX machine. We have now joined the telecommunications revolution and any one of us can be reached via FAX at (517) 353-4873. **TIP** contributors and advertisers can now send brief bits of copy quickly. Procrastinating **TIP** contributors can now push the envelope on the drop-dead deadlines just a bit more (but sparingly, I hope)!

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Practice Network

Tom Baker
Libby-Owens-Ford

In future issues of **TIP**, this space will be devoted to a forum for establishing interchange among the many local I/O psychology practitioner associations currently active in the United States and abroad and among individual practitioners. Presently, there are few, if any, avenues that facilitate the easy exchange of information, interests, and activities among local I/O psychology associations. In fact, with the exception of a few large and relatively well-known groups, many other active groups are generally unknown. This forum would serve not only to help establish links among local groups, but would also serve to improve the liaison of local associations with SIOP. It would also serve to provide a forum among those practitioners who lack access to local associations. That is the goal of establishing this column.

Ultimately, the fashion in which the forum develops will be based on your input and recommendations. Please write to me with your comments and suggestions regarding what issues of common interest and importance you would like to see addressed in this forum. Please also send news items that you think would be of general interest to the practitioner or scientific communities within the Society.

The first step has been taken. The next step is yours. Please contact: **Tom Baker, Libby-Owens-Ford, 1400 Highway 1417 West, Sherman, TX 75090, (214) 893-9431 or (214) 786-3618.**

In addition to the new **TIP** initiative coordinated by Tom Baker, the Society's External Affairs Committee is currently in the process of compiling a listing of I/O psychology practitioner associations. If you are a principal officer in a local association and have not already established liaison with the External Affairs Committee, please contact: **Julie Reinstein, Room 6462, OPRD, U.S. Office of Personnel Management, 1900 E Street NW, Washington, DC 20415, (202) 606-6688.**

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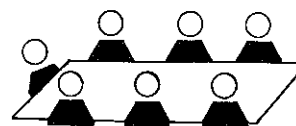
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Society Conference Committee—Ronald D. Johnson, Chair

Howard, Ann	Neider, Linda L.	Schmitt, Neal W.
Ford, J. Kevin	Pursell, Elliott D.	Stone, Dianna L.

State Affairs Committee—Vicki V. Vandaveer, Chair

Allmon, Douglas	Hannan, Robert	Markos, Val
Ash, Philip	Hayes, Ted	Ofsanko, Frank J.
Ashworth, Steven	Hertz, Norman	Sgro, Joseph
Brown, Steven H.	Knapp, Deirdre	Sokol, Marc
Cornwell, John	Laurents, Luanne	Thomas, Jay C.
Diamante, Thomas	Lautenschlager, Gary	Tobias, Paul
Fischer, Donald	Lopez, Felix	Wilson, Mark
Flanagan, Michael	Macan, Therese	

The Industrial-Organizational Psychologist—Newsletter

Steve W. J. Kozlowski, Editor
Rick R. Jacobs, Business Manager

Ford, J. Kevin	Russell, Craig J.
Rosen, Theodore H.	Sharf, James C.

Society Members in APS Governance—1990

Hakel, Milton D.	Treasurer
Howard, Ann	Program Chair 1990 Convention
O'Leary, Virginia	Member-at-Large
Porter, Lyman W.	Editorial Board, <i>Psychological Science</i>
Thayer, Paul W.	Chair, Finance Committee

Society Members in APA Governance—1990

Alluisi, Earl A.	PsychINFO Advisory Committee
Bass, Bernard M.	Committee on International Relations in Psychology (1990–1992)
Boldt, Robert F.	Committee on Professional Practice and Standards (1988–90)
Brown, Kenneth R.	Investment Committee (1986–90)
Camara, Wayne J.	Staff Liaison to: Board of Scientific Affairs, Committee on Psychological Tests and Assessment, and Joint Committee on Testing Practices
Cascio, Wayne	Director of Scientific Affairs, APA Science Directorate
DeVries, Philip B., Jr.	Council of Representatives (1990–1993)
Diamond, Esther E.	Continuing Education Committee (1989–1991)
Eyde, Lorraine D.	Joint Committee on Testing Practices
Goldstein, Irwin L.	Membership Committee (1989–91)
Guion, Robert M.	Training Group of the Joint Committee on Testing Practices, Chair
Hansen, Jo-Ida C.	Test User Training Group
Jones, Allan P.	Council of Representatives (1988–1991)
Krug, Samuel E.	Council of Representatives (1987–1990)
Lowman, Rodney L.	Task Force on the Prediction of Dishonesty and Theft in Employment Settings
MacKinney, Arthur C.	Joint Committee on Testing Practices
Mattarazzo, Joseph D.	Committee on Research Support (1987–90)
	Training Group of the Joint Committee on Testing Practices
	Ethics Committee (1988–1990)
	Task Force on the Review of the Scope and Criteria for Accreditation
	Board of Directors, Past President (1990)
	B/D Personnel Subcommittee
	B/D Liaisons: COSSA, JCIA, Mental Health Forum, BSA
	Committee on Psychology in the Public Interest Award (1990–1992)

Most, Robert
Nelson, Paul D.

Outtz, James

Perloff, Robert

Primoff, Ernest S.

Robertson, Gary J.

Sackett, Paul

Schmitt, Neal W.

Schneider, Benjamin
Tenopyr, Mary L.

Welds, Kathryn M.

Wing, Hilda

Wittig, Michele A.

Zedeck, Sheldon

Election Committee (1990–1992)
Test Users Qualifications Group
Staff Liaison to: Committee on Accreditation, Task Force on the Process of Accreditation, and Task Force on the Review of the Scope and Criteria for Accreditation
Committee on Psychological Tests and Assessment (1990–1992)
Board of Social and Ethical Responsibility for Psychology (1989–92), Chair
Training Group of the Joint Committee on Testing Practices
Training Group of the Joint Committee on Testing Practices
Committee on Psychological Tests and Assessment (1990–1992)
Council of Editors; Editor, *Journal of Applied Psychology*
Board of Professional Affairs (1988–1990)
Committee on Scientific Awards (1987–90)
Committee on Legal Issues
Council of Representatives (1987–1990)
Committee for the Approval of Continuing Education Sponsors (1989–1991)
Task Force on the Prediction of Dishonesty and Theft in Employment Settings
Committee on Academic Freedom and Conditions of Employment (1992), Chair
Council of Representatives (1989–1992)

Committee on Committees

Lynn R. Offermann

The Committee on Committees is now accepting self-nominations for membership on 1990–1991 committees of the Society for Industrial and Organizational Psychology. Members, Associates, and Fellows of the Society who are interested in active involvement in the Society's activities are encouraged to volunteer for committee service. The Society would especially like to foster such service by women and minorities.

A list of SIOP standing committees is provided on the Self-Nomination Form that appears following this notice. Appointments to standing Society committees are typically made for a one-year period, with a three-year maximum service period on most committees. Reappointment is *not* automatic. Thus, those interested in continuing present service should complete and return the Self-Nomination Form each year as well as new volunteers and individuals wishing to change committees.

Committee assignments are on an April–April basis, and are made in the early spring of 1990. Thus, the Self-Nomination form of 1991–1992 will be published twice, once in the present **TIP** issue and again in the October issue. The deadline for receipt of this form is January 15, 1991. Individuals interested in serving on a Society committee for the April 1991–April 1992 period should complete the Self-Nomination Form, or a copy of it, and send it to **Lynn R. Offermann**. The mailing address appears on the Self-Nomination Form. We hope that you will consider volunteering your efforts to the Society in some capacity.

Thanks are due to the following individuals for serving on the 1989–1990 Committee on Committees: **Richard Clingenpeel, Donald Cole, Ken DeMeuse, Jack Edwards, Ron Page and Ellen Young**. Due to the shortened year, their activities were squeezed into a very short time frame, and their efforts were greatly appreciated. In addition to recommending members for APA boards and committees, we processed 71 member self-nominations for consideration as members of various Society committees for 1990–1991. In consultation with President **Frank Landy**, all eligible nominees whose forms were received by the February 1 deadline were able to be placed on a committee.

Having finalized our own committee members for next year, I would like to welcome new 1990–1991 members **Jack Kennedy, Howard Klein, and Nancy Robinson**, in addition to returning members **Donald Cole, Jack Edwards, and Ellen Young**. We should have a busy year ahead!

Self-Nomination Form
Standing Committees, 1991-1992

Society for
Industrial and Organizational Psychology
Deadline: January 15, 1991

If you are interested in serving on a standing committee of the Society for the 1991-1992 period, please complete this form (or a copy of it) and mail it to **Lynn R. Offermann**, Chair, Committee on Committees, Society for Industrial and Organizational Psychology, Department of Psychology, George Washington University, Washington, D.C. 20052.

Name: _____

Last

First

Middle

Mailing Address:

Phone Number: Area Code () _____

Job Title: _____

Educational data:

Highest earned degree: _____ Year granted: _____

Educational Institution: _____

Society status:

[] Associate [] Member [] Fellow

Committee preferences:

If you have preferences concerning placement on committees, please indicate them by writing the number 1, 2, and 3, respectively, by the names of your first, second, and third most preferred committee assignments. If you wish reappointment to a committee on which you presently serve, please rank that committee as 1. Note, however, that you need not provide these ranks if you are indifferent about committee placement.

- | | |
|--|--|
| <input type="checkbox"/> Awards | <input type="checkbox"/> Membership |
| <input type="checkbox"/> Committee on Committees | <input type="checkbox"/> Professional Affairs |
| <input type="checkbox"/> Continuing Education and Workshop | <input type="checkbox"/> Program (APA meeting) |
| <input type="checkbox"/> Education and Training | <input type="checkbox"/> Program (SIOP Conference) |
| <input type="checkbox"/> External Affairs | <input type="checkbox"/> Scientific Affairs |
| <input type="checkbox"/> Fellowship (Fellows only) | <input type="checkbox"/> State Affairs |
| | <input type="checkbox"/> TIP Newsletter |

Prior Society service:

If you have previously served on Society committees, please list their names and the years you served on each.

Prior APA service:

If you have previously served on one or more American Psychological Association Boards or Committees, please list their names and the years you served on each.

Special interests and/or qualifications:

If you have any special interests or qualifications that the Committee on Committees should consider in making decisions about committee assignments, please note them here.

References:

Please provide the names and addresses of two Members or Fellows of the Society who the Committee on Committees may contact to obtain additional information about you.

_____ Name	_____ Address
_____ Name	_____ Address

Your Signature: _____

Date: _____

Please mail the completed form (or a copy of it) by January 15, 1991, to:

Lynn R. Offermann
Committee on Committees
Society for Industrial and Organizational Psychology
Department of Psychology
George Washington University
Washington, D.C. 20052

bring GOOD NEWS for I/O Psychologists!

When managers behave like leaders, new findings say:

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- o Workers become more satisfied with work
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by Kenneth E. Clark and Miriam B. Clark, Editors

This three-part book tells more about the qualities of managers and leaders than any other source to date. Its forty contributing authors describe in original articles the development and validation of measures of managerial and leadership behaviors. Some of these have high (.40 to .50) correlations with the outcome variables cited above.

The editors summarize major findings of these studies in an instructive section describing the processes of psychological measurement. This work should stimulate new and relevant work in leadership and give focus to many new studies to come.

This text is required reading for anyone interested in leadership or management. It is a superb sales piece for organizational/industrial psychology. It is written for the understanding of informed non-psychologists. Indexes are provided by subject, by author, by measure, and by leadership dimension. Approx. 625 pages.

Price: \$59.50 plus postage and handling. Order by mail from Leadership Library of America, Inc., (235 Wachtung Ave., West Orange, NJ 07052). Order with credit card by calling 1-800-344-2414.

SIOP Membership Criteria

Wayne Camara
APA Science Directorate

Membership in the Society for Industrial and Organizational Psychology Inc., (SIOP) is open to Fellows, Members, and Associates of the American Psychological Association (APA) and Fellows and Members of the American Psychological Society (APS).^{*} Applications for Society Member, Associate or as Foreign or Student Affiliates of the Society are handled through the Society Membership Committee. Recommendations for status as Fellows are made through the Fellowship Committee.

SIOP's Purpose

Article 1, Section 2 of the Society's By-laws describes the Society's purpose as "to promote human welfare through the various applications of psychology to all types of organizations providing goods and services." Examples of such applications include: selection and placement of employees, organizational development, personnel research, design and optimization of work environments, career development, consumer research and product evaluation, and other areas affecting individual performance in or interaction with organizations.

Criteria for Membership in SIOP

Society members must: (1) currently be members in good standing of either APA or APS; (2) have a doctoral degree based in part upon a psychological dissertation conferred by a graduate school of recognized standing; (3) be engaged in study or professional work that is primarily psychological in nature; (4) be engaged in professional activities (research, teaching, practice) related to the purpose of the Society, as stated above; and (5) have a minimum of one year's full-time service in such activities. The requirement for one-year's service may include any *relevant full-time* internships and pre- and post-doctorate work experience.

Applicants for Society member not receiving a doctoral degree in I/O Psychology, or the equivalent thereof, should support their application with any one of the following: (1) two articles published in I/O related journals; (2) two letters of recommendation written by current Society members; (3) name of I/O related courses taught; or (4) copies of unpublished research or evaluation reports in the I/O areas.

Applicants for Associate member must: (1) currently be associate members in good standing of APA; (2) completed two years of graduate study in psychology at a recognized school; (3) have a master's degree in psychology (or related area) from a recognized graduate school; (4) have a minimum of one year's full-time professional work in psychology; and (5) be engaged in professional or graduate work related to the purpose of the Society, as stated above.

Undergraduate and graduate students are eligible for student affiliate status in SIOP. Individuals applying for student affiliate status do not necessarily need to be majoring in psychology, but must have their faculty advisor sign their application form to verify they are currently a student in good standing. *Student members* are not required to be student members of APA or APS, but must be presently engaged primarily in formal study related to the purpose of the Society, as stated above.

SIOP Application Process

Individuals interested in applying for any membership status in the Society should complete a member/associate member application or the SIOP student affiliate application and return it to:

SIOP Administrative Office
617 East Golf Road, Suite 103
Arlington Heights, IL 60005

Application information and forms are printed in **TIP** twice each year. Additional application forms can also be obtained from the SIOP Administrative Office.

The application review process for members and associate members may take 60 days or more. Once your application is returned to the SIOP Administrative Office, membership in APA or APS must be verified and you will then receive an acknowledgement that SIOP received and is processing your application. Next, applications and supporting documentation are mailed to the SIOP Membership Committee for review and recommendations. Finally, your application must formally be approved by the SIOP Executive Committee. While you will be periodically notified of the status of your application during this process, you will not be officially admitted into SIOP until approval from the SIOP Executive Committee and payment of SIOP dues.

Applications from student affiliates are processed within 30 days of receipt because approval and review by the full Membership Committee is not required. New applicants for SIOP student affiliate status should enclose a check or money order made payable to SIOP for \$10.00 with the application.

Dues

Dues statements are mailed each fall to all members, associate members, and student affiliates of SIOP. Dues for SIOP members and associates are \$33.00 per year. Dues for student affiliates are \$10.00 per year. In previous years, student affiliates had to reapply to SIOP in order to continue to receive **TIP** and other benefits of membership. Beginning with the fall of 1990 dues statements, student affiliates will automatically be billed each fall and will not need to reapply. However, students will need to obtain the signature of their faculty advisor each year on the dues statement in order to retain student affiliate status in SIOP. Annual dues cover the calendar year for SIOP. Individuals accepted into SIOP prior to August 1st of each year will be billed the full dues for that year and receive all back issues of **TIP** and other mailings in that year.

Individuals may contact **Wayne Camara** at (202) 955-7653 for more information.

*APS does not have a separate category for associate membership but does admit individuals to full membership that do not possess a doctoral degree.

DON'T IGNORE OPEs. THEY CAN PREDICT.

OPEs are Other People's Expectations. Career decisions are heavily influenced by how other people expect someone to act. Most people are not aware of OPEs. If they were, they could take more constructive action to change them and improve their career futures.

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INSIGHT-OUT ASSOCIATES
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APPLICATION FOR MEMBERSHIP
SOCIETY FOR INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY, INC.
DIVISION 14 OF THE AMERICAN PSYCHOLOGICAL ASSOCIATION
(Please Type)

Name and Address

Telephone No. (Wk) (Hm) (Fax)

BITNET Address:

Current APA status & Year elected: Fellow Member Associate Foreign affiliate
Year Year Year Year
Current APS Status & Year elected: Fellow Member
Year Year

Check status in SIOP for which you are applying: Member Associate Foreign affiliate
EDUCATIONAL BACKGROUND (Show undergraduate and graduate education)

Institution	Degree	Date	Major area of specialization

Master's thesis title

Advisor(s)

Ph D. thesis title

Advisor(s)

PUBLICATIONS (List your two most significant publications, if applicable)

Title of Publication	Publication	Date

PROFESSIONAL EXPERIENCE (List present position first and then list earlier positions)

Employer	Title	Supervisor	Dates	
			From	To
1.				
2.				
3.				

DUTIES: On a separate page describe briefly the duties of each job. Identify by the above numbers.

Show any additional information to support your application on the reverse side of this form or a separate page.

I certify the above information is correct. I authorize investigation of all statements contained in this application. I subscribe to and will support the purpose of the Society, "to promote human welfare through the various applications of psychology to all types of organizations providing goods or services, such as manufacturing concerns, commercial enterprises, labor unions or trade association, and public agencies."

Date

Signature of Applicant

Return to: SIOP Administrative Office, 617 E. Golf Road, Suite 103, Arlington Heights, IL 60005

APPLICATION FOR STUDENT AFFILIATE MEMBERSHIP
SOCIETY FOR INDUSTRIAL AND ORGANIZATIONAL
PSYCHOLOGY, INC.
DIVISION 14 OF THE AMERICAN PSYCHOLOGICAL ASSOCIATION

(Please Type or Print)

Name: _____

Address: _____

EDUCATIONAL BACKGROUND

Name of Institution: _____

Address of Institution: _____

Degree you are pursuing: _____

Year you expect degree: _____

Area of specialization: _____

Advisor: _____

Advisor's Signature _____

- Student Affiliate Annual Dues are \$10.
- Dues include a subscription to *The Industrial-Organizational Psychologist (TIP)* and all other mailings of SIOP.
- Please make check or money order payable in U.S. currency to: SIOP.
- Return this application to:

SIOP Administrative Office
617 East Golf Road, Suite 103
Arlington Heights, IL 60005

Education and Training Committee

Ronald G. Downey

The Education and Training Committee is responsible for a variety of activities. In 1990-91 we will be engaged in numerous activities that center on education at both the graduate and undergraduate level. This brief article summarizes our major goals and related committee members.

Greg Dobbins and **Bob Vance** will co-chair the 1991 Doctoral Consortium. They were co-chairs for last year also. The Doctoral Consortium was moved last year from preceding the APA Conference to preceding the SIOP Conference (see the article elsewhere for a report on last year's activities).

Karl Kuhnert, **Joel Lefkowitz**, and **Martin Smith** will continue a project on I/O internships. Previously the committee had surveyed programs concerning their internship programs; Karl and Joel have designed a survey that will be sent to faculty, students, and employers concerning their internship experiences. All of these activities are to be used to help in an anticipated revision of the E&T training guidelines for doctoral programs.

Bill Siegfried, **Doug Johnson**, **Paul Meunier**, **Diana Powell**, and **Gordon Simerson** are working on a project related to master's level training. They are reviewing and revising a proposal to conduct a job analysis of master's level positions. We feel we may be able to combine our survey concepts with those of CAMPP. Given the recent growth in master's level programs, we feel this is likely to become an important and urgent topic. It is hoped that this effort will lead to a new publication, *Guidelines for Education and Training at the Master's Level in I/O Psychology*.

Bob McIntyre and **Gary Hannah** will continue to work on a project to determine what we are doing in teaching ethical issues in I/O psychology. Given the recent events with APA and its interactions with the Federal Trade Commission, this could become a very important issue. A preliminary survey was conducted and they are working on a final form.

Ron Downey has been working with a special SIOP committee to prepare a report on licensing and certification issues.

Copies of the **Graduate Training Program in I/O and OB** have been sent to all members, all programs submitting materials for the booklet, and all psychology programs in the U.S. (both graduate and under-

graduate). See a related article elsewhere on revision and addition to this booklet.

Ron Downey and **Roya Ayman** will begin work on a new project, "Mega-trends" in I/O psychology. There are a variety of events, trends, happenings, etc., that appear to have great potential for bringing about large changes in how we will train I/O psychologists in the future. To date we have met each of these as they have appeared on the horizon. We will attempt to look at a variety of current trends in I/O psychology and develop a broader overview of their implications for training in I/O and what we can/should be doing to meet the anticipated changes.

Questions and comments about the committee's activities should be addressed to: **Ronald G. Downey, Planning and Evaluation Services, 215 Fairchild Hall, Kansas State University, Manhattan, KS 66506. Tel: 913-532-5712.**

FELLOWSHIP: CALL FOR NOMINATION

The SIOP Fellowship Committee would appreciate nominations for candidates for Fellowship in the Society. Nominees must be SIOP members who have made "unusual and outstanding contributions to I/O psychology." Our recent by-laws change creates the category of membership "Fellow of the Society," which is separate from fellowship in APA. Thus nominees do not have to be members of APA; candidates who are APA members will be considered for fellowship in APA as well as in the Society.

Please contact **Rich Arvey** with names of individuals you would like to sponsor or think should be sponsored for fellowship. All nomination materials must be complete by early January, so don't delay. Call Rich at **612-624-1063** with nominations, or write to him at the **Industrial Relations Center, University of Minnesota, 574 Management and Economics Building, Minneapolis, Minnesota 55455.**

Upcoming Conferences and Meetings

Note: This list was prepared by Ilene Gast for SIOP's External Affairs Committee. If you would like to submit additional entries please write **Ilene Gast at Room 6462, OPRD, U.S. Office of Personnel Management, 1900 E Street, NW Washington, DC 20415, or call (202) 606-0388.**

- Aug. 9-11 International Conference on Human Factors in Design for Manufacturability and Process Planning. Honolulu, Hawaii. Contact Dr. Waldemar Karwowski, U. of Louisville, KY, (501) 588-7173.
- Aug. 10-14 Annual Convention of the American Psychological Association. Boston, MA. Contact: APA, (202) 955-7705.
- Aug. 11-15 Annual Convention of the American Statistical Association. Washington, DC. Contact: ASA, (202) 833-3410.
- Aug. 12-15 Annual Meeting of the National Academy of Management. Theme: Enhancing Organizational Vision and Vitality. San Francisco, CA: Contact: Ramon J. Aldag, Program Chair, (608) 263-3771.
- Aug. 27-31 The 3rd IFIP Conference on Human-Computer Interaction. University of Cambridge, England. Contact: Rosemary Pickford, British Computer Society, 13 Mansfield St., London W1M 0BP, Tel +44-1-637 0471.
- Sept. 26-28 1990 International Conference on Self-Managed Work Teams. Denton, TX. Contact: Doug Johnson or Mike Beyerlein (817) 565-2671.
- Sept. 30-Oct. 2 1990 National Assessment Conference. Minneapolis, MN. Contact: Teresa Jensen, Personnel Decisions, Inc., (800) 633-4410, or in Minnesota: (612) 339-0927.
- Oct. 5-9 32nd Annual Conference of the Military Testing Association. Orange Beach, Alabama. Contact Mr. Donald Lupone, MTA 90 Program Committee Chairperson (904) 452-1777 (AUTOVON 922-1777).
- Oct. 8-12 Annual Conference of the Human Factors Society. Orlando, FL. Contact: Lynn Stother, The Human Factors Society, (213) 394-1811.
- Oct. 17-20 Annual Convention of the American Evaluation Association. Washington, DC. Contact: Robert B. Ingle, Program Chair, (414) 229-5173.

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Calls and Announcements

Call For Applications to the APA Congressional Fellowship Program

APA invites applications for its 1991-92 Congressional Fellowship Program. The program will sponsor two or more psychologists to serve as special legislative assistants on the staff of a Member of Congress or Congressional committee. Activities may include conducting legislative or oversight work, assisting in Congressional hearings and debates, and preparing speeches and briefing materials. Prospective Fellows must demonstrate competence in scientific and/or professional psychology and display sensitivity toward policy issues and a strong interest in applying psychological knowledge to national issues.

Qualifications: APA Member (or applicant for membership) and doctorate in psychology, with a minimum of two years post-doctoral experience preferred.

Terms: One-year appointment beginning September 1, 1991. Stipend of \$30,000 plus \$2,500 for relocation to Washington, D.C. area and travel expenses.

Application Procedure: Interested psychologists should submit a curriculum vitae and a personal statement of 1000 words addressing the applicant's interest in the fellowship and career goals, potential contributions to the legislative process and desired learning from the experience, along with three letters of reference specifically addressing abilities related to the Fellowship.

Application materials should be sent to: **APA Congressional Fellowship Program, Office of Public Interest Legislation, American Psychological Association, 1200 Seventeenth Street, N.W., Washington, D.C. 20036, (202) 955-7673.** The deadline for receipt of applications is November 16, 1990.

Research Funding Announcement

FINANCIAL AND CREDIT PERSONNEL SECURITY DISSERTATION AND INSTITUTIONAL RESEARCH AWARDS, FISCAL YEARS 1990 AND 1991. The Defense Personnel Security Research and Education Center (PERSEREC) through the Office of Naval Research (ONR) announces a new program to help fund financial and credit personnel security research addressing: 1) financially motivated criminal offender identification, 2) employee screening, and 3) employee assistance programs. Participation is sought from doctoral students and from scientists, faculty, and practitioners at U.S. financial, research, business, governmental, and educational institutions. The maximum award for dissertation grants is \$10,000/student. The maximum award for institutional awards is \$20,000/project. Institutions are eligible to receive multiple awards. Proposals may be submitted any time through 31 July 1991. PERSEREC will, on a continuing basis, evaluate and fund (through ONR) selected proposals received at any time during the open period. Details are outlined in the PERSEREC Financial and Credit Personnel Security Research brochure for FYs 90 & 91, a copy of which may be obtained by sending a self-addressed label to the Defense Personnel Security Research and Education Center, 99 Pacific Street Bldg. 455-E, Monterey, CA 93940-2481.

Reviewers Needed

The Defense Personnel Security Research and Education Center (PERSEREC) is in need of unpaid reviewers to evaluate proposals submitted for its Financial and Credit Personnel Security Dissertation and Institutional Research Award Program. Reviewers should be knowledgeable in the area covered by their program. Those interested in participating should submit a cover letter and a vita to: **F & C Evaluation, PERSEREC, 99 Pacific St., Bldg. 455-E, Monterey, CA 93940.**

Call for Papers

Understanding and Managing Loyalty in a Multi-Commitment World

Marginal increases in per capita worker productivity in recent years have been attributed to many factors. Low worker commitment has been cited as one explanation. American workers have traditionally demonstrated a sense of loyalty to a wide array of work-related targets: the work itself, their jobs, their careers or professions, their employers, and their unions. What is the status of work commitment among U.S. workers? Do these loyalty targets function independently or compete for allegiance? While multiple commitments have long been recognized as possible, what are the tension points? How are commitment levels affected by socialization practices, career stage, corporate restructuring and other work-related experiences? Are commitment patterns of Americans stable across generations, are they similar to those of other nationalities (i.e., is commitment culture-bound)? Finally, does work commitment really make a difference? What tangible outcomes are associated with commitment, including perhaps excessive commitment? Competitive papers on these and other topics related to work commitment are invited for publication consideration in a special edition of the *Journal of Business Research*. Papers which seek to unify our understanding of work commitment or resolve measurement problems entailed in the study of work commitment are particularly sought.

Prospective authors are requested to restrict their submission to a maximum length of 20 double-spaced pages including figures, tables, and references. Authors should submit five copies of their papers by March 25, 1991, prepared using *JBR* manuscript guidelines.

Inquiries and submissions should be directed to special edition coeditors: **Paula C. Morrow and James C. McElroy, Department of Management, 300 Carver Hall, Iowa State University, Ames, Iowa 50011, (515) 294-8116.**

**First Announcement and Call for Contributions
International Ergonomics Association
11th Congress
Hosted by the Société d'Ergonomie de Langue
Française (SELF)**

We have the pleasure of confirming that the next IEA Congress will be held in Paris (France) from 15th to 20th of July, 1991. Paris has always welcomed visitors with its history, charm and good humour, and a dynamism which is now more important than ever as Europe begins to open its frontiers. The place, date and scientific programme of the Congress reflect the excitement of the present and the challenge of the future.

Deadline dates: Receipt of Abstracts, September 15th, 1990; Notification of Acceptance, November 30th, 1990; and Receipt of Final Texts, February 1st, 1991.

All correspondence concerning the congress should be sent to: **Mme J. Monnier, Secrétariat IEA 91, Laboratoire d'Ergonomie et Neurophysiologie du travail, 41, rue Gay-Lussac F-75005 Paris (France), FAX (33) 1.47.07.59.01.**

Special Issue of the Journal of Social Issues

SIOP members Rosemary Hays Lowe and Michele Andrisin Wittig are co-editors of Vol. 45, No. 4 of the *Journal of Social Issues* on "Approaching Pay Equity through Comparable Worth." This collection of articles by I/O and social psychologists, sociologists, economists, and attorneys from both academic and applied settings provides varied views on attempts to reduce the wage gap by proposals based on evaluation of job content. The issue contains a conceptual and historical overview of the Comparable Worth approach, and includes sections on social psychological aspects of pay equity, job evaluation, and implementation in the United States, Canada, and other countries. The collection is an attempt to encourage the application of psychological theory and method to a topic of significance to individuals, families, organizations, and governments. Among the authors of articles in this issue are Society members Susan Taylor and Michael Mount, as well as Wittig and Lowe. The *Journal of Social Issues* is a publication of SPSSI, Division 9 of APA.

APA Workshop Offered

#135 Psychologist as Career Coach: An Integrative Contextual Career Management Approach (Co-Sponsor: APA Division 13).

Careers are an increasingly important life area in which self-worth is determined. This INTRODUCTORY workshop takes the stance that nearly everyone can benefit from career coaching. Psychologists can play a unique role, integrating adult, career and organizational development research and theory within the context of people's lives.

FOR ORGANIZATIONAL, CLINICAL AND COUNSELING PSYCHOLOGISTS who deal with individual, group or organizational career management issues, or who would like to learn more about the topic; some experience in assessment and one-on-one counseling is helpful.

Leader: Dory Hollander, Ph.D., President, New Options, Inc., St. Louis, MO.

For more information, contact: (703) 247-7880.

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OHRC VIEWPOINT:

Reviving The Prestige Of The Executive Post: Key To Retaining Men, Women And Minority Managers

by Adela Oliver, Ph.D.
President

Oliver Human Resource Consultants, Inc.

The prestige of executive jobs has taken a beating in recent years. Downsizing, corporate reorganizations, and the elimination of thousands of seemingly extraneous middle managers have left many corporate executives both anxious about their own futures and with a renewed sense that looking out for "numero uno" is the key to survival.

By itself, this outcome is undesirable for companies. And in view of the anticipated shortage of executive talent that companies expect in the 1990's, this outlook is threatening. Women managers and minorities are even more vulnerable, since many now see themselves as an endangered species.

The Human Resource executive will face, before too long, problems of retention. Each of these groups - men, women and minorities - will require special attention to rebuild their loyalty. But any measures taken will need to share these themes: rebuilding the prestige of the executive post and the idea that managers are company caretakers.

Clearly, if the company want its executives to behave as caretakers, the company must again **act** as a caretaker of its managers. No company can become the paternalistic creature it was in the past. But some medium position, between the parent of the '50's and the down-sizing goliath of the '80's, must be found. Otherwise, the notion of retention is a thing of the past.

Oliver Human Resource Consultants is an executive outplacement and organization development consulting firm based in New York.

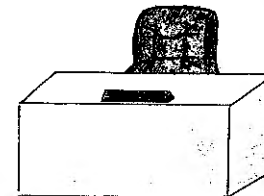


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Please make your colleagues aware of this opportunity. Inquiries should be addressed to: **Al Pleasanton or Steve Lesser, Pleasanton HRD Recruitment Inc., 200 Park Avenue, Suite 303-East, New York, NY 10166.**

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THE DEPARTMENT OF ORGANIZATIONAL Behavior of the New York State School of Industrial and Labor Relations, Cornell University, is seeking candidates for a permanent position beginning in September 1990. Position level is open. Salary is competitive and negotiable depending on qualifications.

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The customary teaching in the School of Industrial and Labor Relations is four courses per academic year. The undergraduate program enrolls about 650 students and leads to a B.S. degree. Our graduate program, in which about 120 students are enrolled, offers the Ph.D., as well as M.S. and MILR degrees.

Interested persons are encouraged to send a vita, reprints of published work, and at least three letters of reference to: **Lawrence K. Williams, Chair, Department of Organizational Behavior, New York State School of Industrial and Labor Relations, Cornell University, Ithaca, New York 14851-0952**.

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TENURE TRACK POSITION IN INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY. The Department of Psychology of The Pennsylvania State University has a tenure-track opening for an industrial/organizational psychologist, beginning Fall 1991, to join the four current program faculty. The position is most likely to be filled at the beginning assistant professor level but candidates at other levels are encouraged to apply. Applications are welcomed from candidates with research and teaching interests in any area of industrial/organizational psychology. The position requires both undergraduate and graduate teaching, the supervision of graduate student research, and the development of a productive research program, including scholarly publication. Candidates should send an application letter, vita, three letters of reference, and reprints to: **Dr. Rick Jacobs, I/O Search Committee, Department of Psychology, Penn State University, University Park, PA 16802**. Deadline: December 1, 1990, or until a suitable candidate is found. Women and minorities are especially encouraged to apply. Penn State is an Affirmative Action/Equal Opportunity Employer.

ORGANIZATIONAL RESEARCH CONSULTANT. The Department of Organization Research and Development at Kaiser Permanente is actively seeking an individual experienced in conducting quantitative research in an organizational setting. Applicants should have a Ph.D. in industrial organizational psychology, organizational behavior or a related field as well as at least 2 years of research experience in an applied setting. It is especially important that applicants have had experience in all phases of employee attitude or opinion surveys, that is, survey development, implementation, analysis, feedback and action planning. Your role as a consultant is to work with internal clients on the development of research designs and instruments that will allow clients to gather information specific to their needs. Projects include (but are not limited to) training needs assessments, development of selection strategies and instruments, customer service surveys, internal service assessments and climate surveys. Applicants should be well versed in research methods and design and in statistical analysis of both quantitative and qualitative data. Excellent written and verbal communication skills are also required. Send a resumé, salary history, and writing samples to: **Kristen Gregory, Ph.D., Director of Research, Organization Research and Development, 3505 Broadway, Suite 1003, Oakland, CA 94611, (415) 987-3409.** We are an EEO/AA Employer. Minorities, women, handicapped and veterans are encouraged to apply.

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Qualified candidates should possess specific training/experience in attitude research, selection test development and validation, computerized multivariate statistical analysis (especially SAS) and research design.

Also essential are effective interpersonal, oral and written communications skills as well as consulting skills and the ability to relate effectively with all levels of management. Moderate travel required.

Send cover letter and resumé to: **Lane H. Riland, Ph.D., Director, Personnel Research, Eastman Kodak Company, Rochester, New York 14650-0308.** Eastman Kodak is an equal opportunity employer.

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Interested graduate students are invited to submit a cover letter, vita, and two letters of recommendation to: **Dan Whitenack, Human Resources Research, BellSouth Corporation, 1155 Peachtree Street, N.E., Room 13D03, Atlanta, Georgia 30367-6000.**

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